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ABSTRACT

The report presents data for the 1975 Summer Happening program and Network Schools programs at Millersville State College. Teachers' opinions toward the effectiveness of both programs are summarized and compared. The basic results of the analysis show that programs conducted in the network schools tend to be more favorably received than programs conducted at the College Summer Happening. The report also includes an evaluation model and instruments. Teacher classroom observation techniques, techniques for measuring children's attitudes, and evaluation forms for administrators are presented in the appendices. School districts are encouraged to seek training in evaluation techniques since educational accountability is upon the world of education. (Author)

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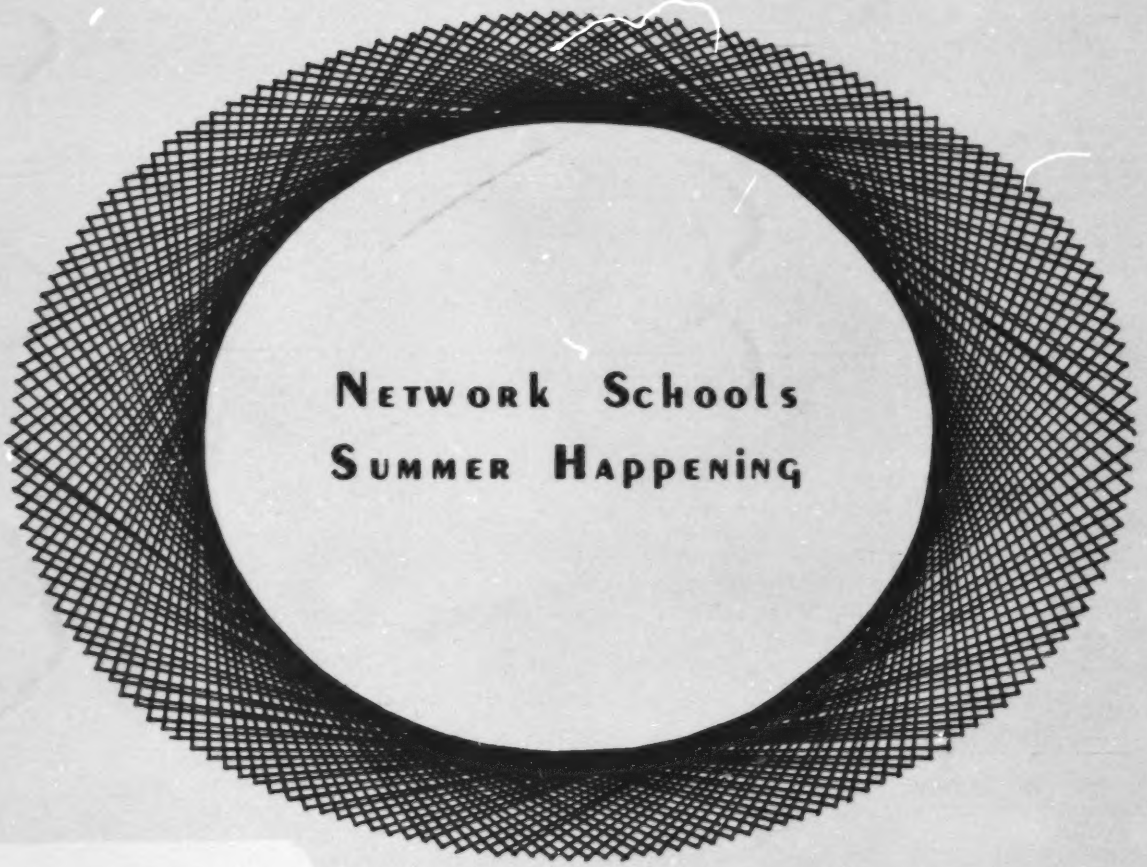
EVALUATION REPORT

1975



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Stayer Research and Learning Center

Millersville State College

TM005 124

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EVALUATION DATA AND SCHEMES

FOR

SUMMER HAPPENING

AND

NETWORK SCHOOLS

1975

Cooperative Program Involving:
Millersville State College
The Pennsylvania Department of Education
and
Selected Pennsylvania School Districts

Division of Education
Office of Evaluation and Research
Millersville State College
Millersville, Pennsylvania

Dr. Ralph G. Anttonen
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September 1975

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INTRODUCTION

Because of the growing concern for financing education, school districts are being called upon to demonstrate empirically the effectiveness of their programs. In addition, institutions of higher learning also facing monetary problems must consider alternative programs which will increase their clientele. As the in-service needs of the schools and the services provided by higher education institutions merge, hopefully, ideas, facilities, and people can be shared in mutual projects.

The present report provides data and information about a joint venture between Millersville State College and the schools of Pennsylvania. Included in the report are results of both a Summer Happening Program conducted by personnel at the College and workshops conducted in network schools by school personnel trained at the College. Since the primary objective of both programs was to generate a change in attitudes, the data presented will be of an affective nature. However, it should be noted that regular year evaluation models will be implemented during 1975-1976 in the network schools. An example of one such model is presented in the report.

Hopefully the ideas in this paper and subsequent Millersville evaluation reports geared to specific areas, e.g., classroom teacher observations, will be useful to school systems involved in assessing the needs of their districts. With the current emphasis on providing data-based evidence on the effectiveness of their programs, school districts might be interested in having individuals in their system trained in evaluation techniques through the Research and Learning Center summer workshop program at Millersville State College.

REACTIONS TO SUMMER HAPPENING PROGRAM

All teachers in the 1975 Millersville Summer Happening were asked to respond to a questionnaire designed to elicit their opinions regarding the Effectiveness and Importance of the program (See Appendix A). Table I presents the results of the teachers' responses. It reveals that over 50% of the teachers rated the presentations on Philosophy, Making Games, and Communication Skills as Very Effective. Seven of the remaining presentations (Scheduling, Contracts, Team Teaching, Record Keeping, Math Organization, Learning Stations, and Parent Involvement) were rated as Effective or Very Effective by at least 80% of the teachers (See Figure 1). Two presentations, Packets and Social Studies, were rated as having Little or No Effect by more than 28% of the teachers. In addition to rating the Effectiveness of the presentation of each concept, the teachers also rated the importance of the concepts themselves (See Table I). Table I reveals that 60% or more of the teachers thought that all of the concepts with the exception of Packets (43%) and Social Studies (59%) Should Be Included in the program.

Responding to the four general questions (See Table II) of the questionnaire, the teachers rated as the most valuable part of the program: Games, Communication skills, Math and Learning Stations. Packets, Social Studies and Team Teaching were mentioned as least valuable. While many teachers were satisfied with the program as it was presented, many saw a need to have separate workshops for primary, intermediate, and secondary level teachers.*

Since the same Summer Happening evaluation form with the exception of Record Keeping was utilized to assess the Effectiveness and Importance of the 1974 program, a comparison of the two programs can be made. In Table III are the results of the teacher responses for 1974. Figure 2 gives the percent of teachers responding Very Effective to each concept for the two Summer Happenings. As Figure 2 shows, a decrease from 1974 to 1975 of 15% or more occurred for the concepts of Packets, Team Teaching, Social Studies and Math Organization. A difference of 10% or less separated the 1974 and 1975 data for the remaining concepts.

*It should be noted that during the week of June 23 a special workshop on open education at the secondary level was conducted by Dr. Edward Pino from the International Graduate School of Education. Four of the participants of the elementary program who took the options to sit in on segments of the secondary program rated this program as the most valuable part of the elementary workshop.

TABLE 1

NUMBER AND PERCENTAGE RESPONDING TO EFFECTIVENESS AND IMPORTANCE CATEGORIES OF SUMMER HAPPENING EVALUATION

1975

CONCEPT	EFFECTIVENESS								IMPORTANCE					
	VERY EFFECTIVE		EFFECTIVE		LITTLE EFFECT		NO EFFECT		SHOULD BE INCLUDED		SHOULD BE OPTIONAL		SHOULD BE EXCLUDED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Philosophy	85	54.5	64	41.0	7	4.5	0	0	134	94.4	8	5.6	0	0
Scheduling and Organizing	52	34.7	89	59.3	7	4.7	2	1.3	73	85.0	13	15.0	0	0
Making Games	95	60.9	52	33.3	7	4.5	2	1.3	108	77.1	32	22.9	0	0
Contracts	36	24.3	90	60.8	18	12.2	4	2.7	96	65.3	51	34.7	0	0
Packets	10	8.9	70	62.5	22	19.6	10	9.0	50	43.9	64	56.1	0	0
Team Teaching	41	30.6	73	54.5	15	11.2	5	3.7	91	67.9	42	31.3	1	0.8
Record Keeping	44	33.3	68	51.5	18	13.7	2	1.5	97	77.6	27	21.6	1	0.8
Communication Skills	92	63.0	48	32.9	6	4.1	0	0	121	86.4	19	13.6	0	0
Social Studies Organization	18	15.7	61	53.0	31	26.9	5	4.4	68	59.1	47	40.9	0	0
Math Organization	51	36.9	71	51.5	13	9.4	3	2.2	105	81.4	24	18.6	0	0
Learning Stations	57	40.4	69	48.9	14	9.9	1	.8	92	69.2	39	29.3	2	1.5
Parent Involvement	30	29.1	59	57.3	12	11.7	2	1.9	62	60.2	39	37.9	2	1.9

Figure 1

PERCENTAGE RESPONDING VERY EFFECTIVE AND EFFECTIVE TO EACH CONCEPT OF SUMMER HAPPENING, 1975

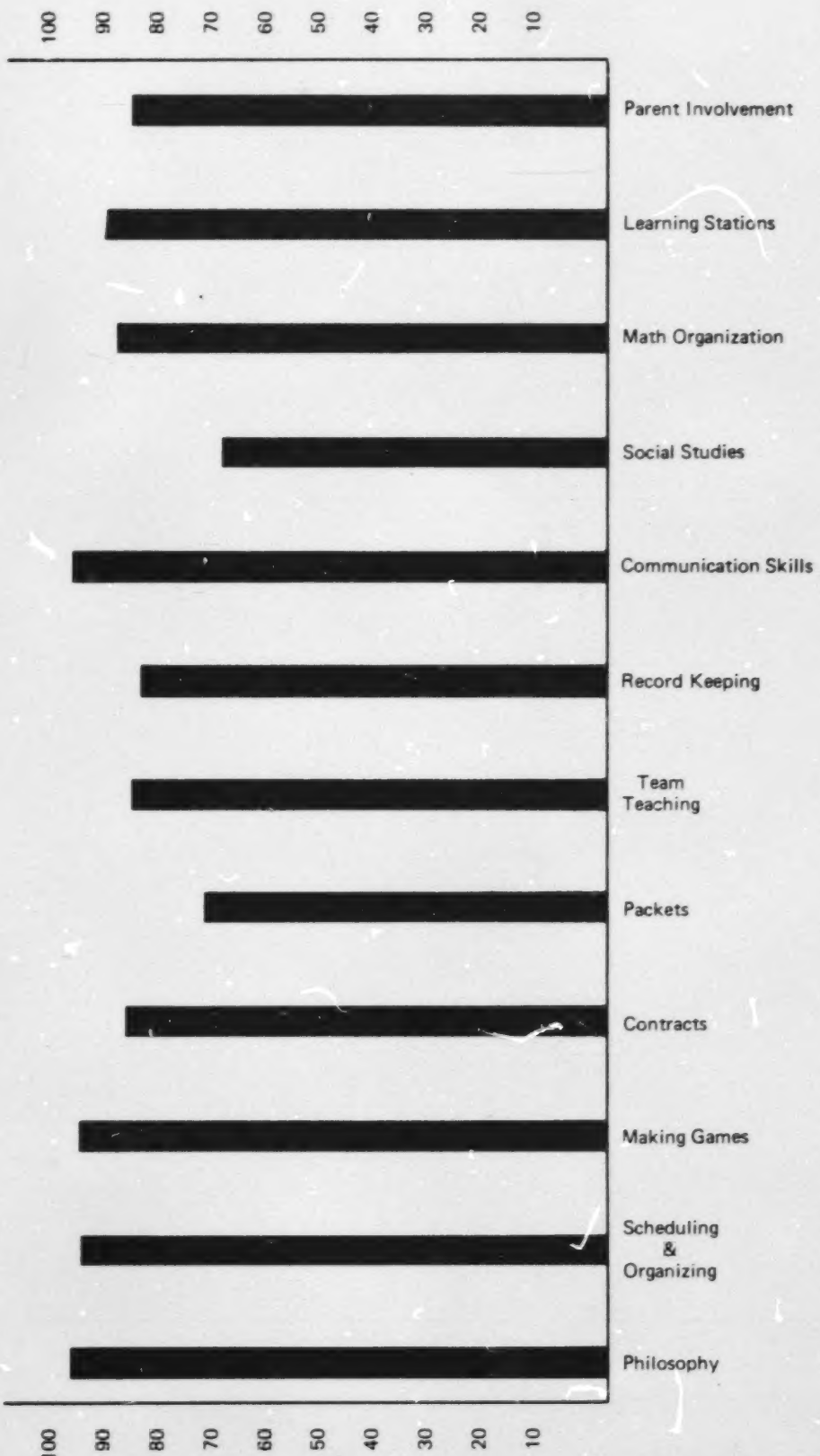


TABLE II

TYPE AND FREQUENCY OF RESPONSES TO FOUR GENERAL QUESTIONS ON SUMMER HAPPENING EVALUATION FORM, 1975

What part of the program was the most valuable to you?

Responses	Frequency
Games	40
Communication Skills	37
Math	13
Learning Stations	13

What part of the program was of least value to you?

Responses	Frequency
Packets	24
Social Studies	14
Team Teaching	12

What areas, topics or concepts would you like to have included in the future programs?

Responses	Frequency
Adequate as it is	20

In the space below make any comments or suggestions you feel would aid us in planning future programs

Responses	Frequency
More individualization, more participation, less lecture	24
Separate workshop for primary and intermediate levels	18
Good program as it is	11

TABLE III

NUMBER AND PERCENTAGE RESPONDING TO EFFECTIVENESS AND IMPORTANCE CATEGORIES OF SUMMER HAPPENING EVALUATION
1974

CONCEPT	EFFECTIVENESS								IMPORTANCE					
	VERY EFFECTIVE		EFFECTIVE		LITTLE EFFECT		NO EFFECT		SHOULD BE INCLUDED		SHOULD BE OPTIONAL		SHOULD BE EXCLUDED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Philosophy	199	58.5	121	35.6	19	5.6	1	0.3	295	93.4	20	6.3	1	0.3
Scheduling and Organizing	145	43.3	165	49.3	23	6.8	2	0.6	262	91.9	23	8.1	0	0
Making Games	205	62.1	105	31.8	19	5.8	1	0.3	285	90.2	31	9.8	0	0
Contracts	113	33.5	170	50.5	49	14.5	5	1.5	266	86.6	41	13.4	0	0
Packets	126	37.7	167	50.0	39	11.7	2	0.6	261	80.6	62	19.1	1	0.3
Team Teaching	163	47.4	119	34.6	51	14.8	11	3.2	277	84.2	47	14.3	5	1.5
Communication Skills	238	70.2	82	24.2	16	4.7	3	0.9	316	96.6	11	3.4	0	0
Social Studies Organization	99	30.8	171	53.3	47	14.6	4	1.3	259	83.5	49	15.8	2	0.7
Math Organization	173	51.8	139	41.6	19	5.7	3	0.9	279	92.4	23	7.6	0	0
Learning Stations	179	50.7	116	32.9	55	15.6	3	0.8	263	80.7	63	19.3	0	0
Parent Involvement	90	39.2	105	45.9	32	14.0	2	0.9	164	71.6	63	27.5	2	0.9

Figure 2

PERCENTAGE RESPONDING VERY EFFECTIVE TO EACH CONCEPT OF SUMMER HAPPENINGS, 1974-75

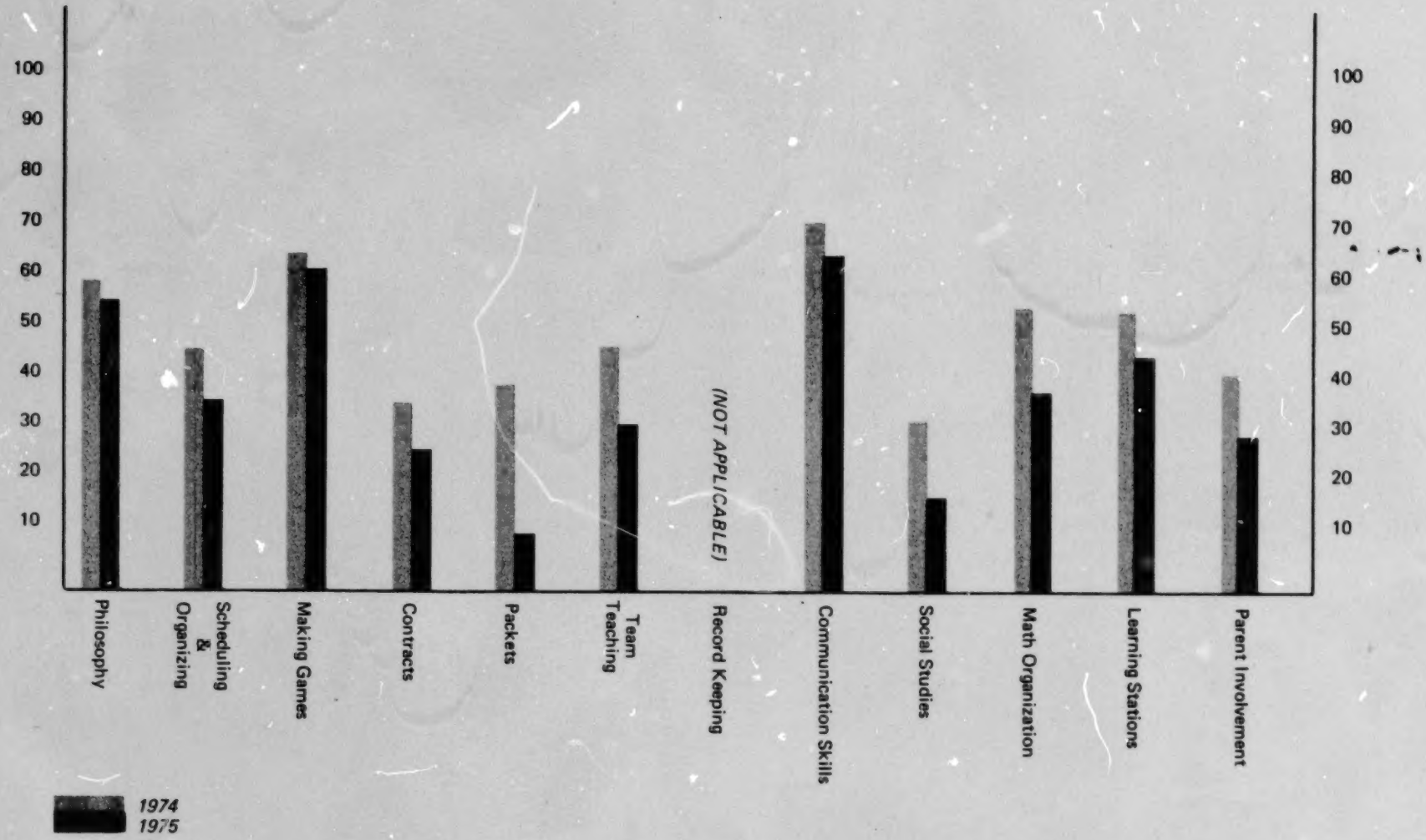
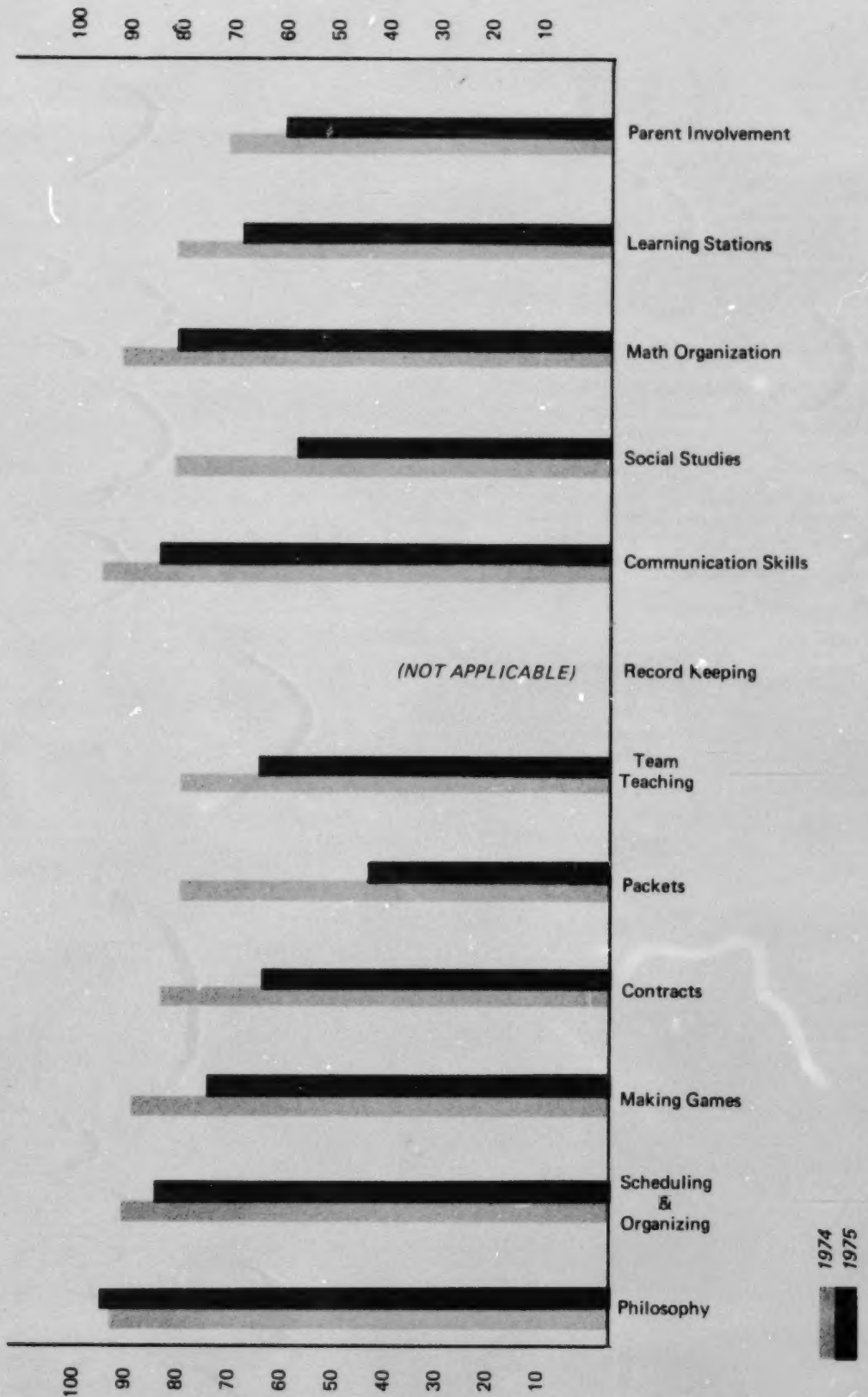


Figure 3 presents the percentage of teachers responding Should Be Included to each concept for the two Summer Happenings. As Figure 3 shows, a decrease of 20% or more occurred for the concepts of Packets, Social Studies, and Contracts. A 10% to 20% decrease occurred for the concepts of Team Teaching, Making Games, Communication Skills, Math Organization, Learning Stations, and Parent Involvement. Two concepts, Philosophy of Open Education and Scheduling and Organizing, were within 7% or less for the two-year comparison.

Thus, although the Summer Happening 1975 Program appears to have been viewed overall as an effective program, it does not parallel the impact of the 1974 Summer Happening. Further interpretation of these results will be presented in the next section which summarizes the data from the network school programs.

Figure 3

PERCENTAGE RESPONDING SHOULD BE INCLUDED TO EACH CONCEPT OF SUMMER HAPPENINGS, 1974-75



REACTIONS TO NETWORK SCHOOL PROGRAMS

In addition to the Summer Happening Program at Millersville State College, a network school program was established in 1974-1975 as a joint venture between 14 Pennsylvania School Districts and Millersville State College Research and Learning Center. During the school year, coordinators from each district were trained in the open education concepts which had been initiated and implemented at the Elizabeth Jenkins School at Millersville State College. Each school district was to conduct in the summer a teacher training program under the direction of these trained coordinators. Of the 14 districts, 12 had summer programs and the results of 5 of these programs will be presented. The decision to select this sample was based on the fact that 7 of the districts had programs in August and the data would not be available for inclusion in the present write-up. Since a follow-up evaluation project has been funded for 1975-1976, both the summer data and the regular school year evaluation models will be presented in a subsequent report.

All five of the network school programs used the identical evaluation form which had been employed at the Millersville Summer Happening (See Appendix A), and Table IV presents the combined results. It reveals that over 50% of the teachers rated the presentations on Making Games, Packets, and Learning Stations as Very Effective. Eight of the remaining presentations (Scheduling, Contracts, Packets, Team Teaching, Record Keeping, Communication Skills, Math Organization, and Social Studies) were rated as Effective or Very Effective by at least 85% of the teachers (See Figure 4). One presentation, Parent Involvement, was rated as having Little or No Effect by 21% of the teachers.

In addition to rating the Effectiveness of the presentation of each concept, the network teachers also rated the Importance of the concepts themselves (See Table IV). Table IV reveals that 65% or more of the teachers thought that all of the concepts Should Be Included in the program.

Responding to four general questions of the evaluation instrument, teachers rated as the most valuable part of the program: Games (57); Learning Centers (50); Ideas (43); Packets (18); and Materials and Machinery (15). Because of the diversity of the program's structure, a compilation of the other three questions is not possible since no categorical response was mentioned more than ten times.

The results of the network schools can also be compared to the Summer Happening for both the Effectiveness and Importance

TABLE IV

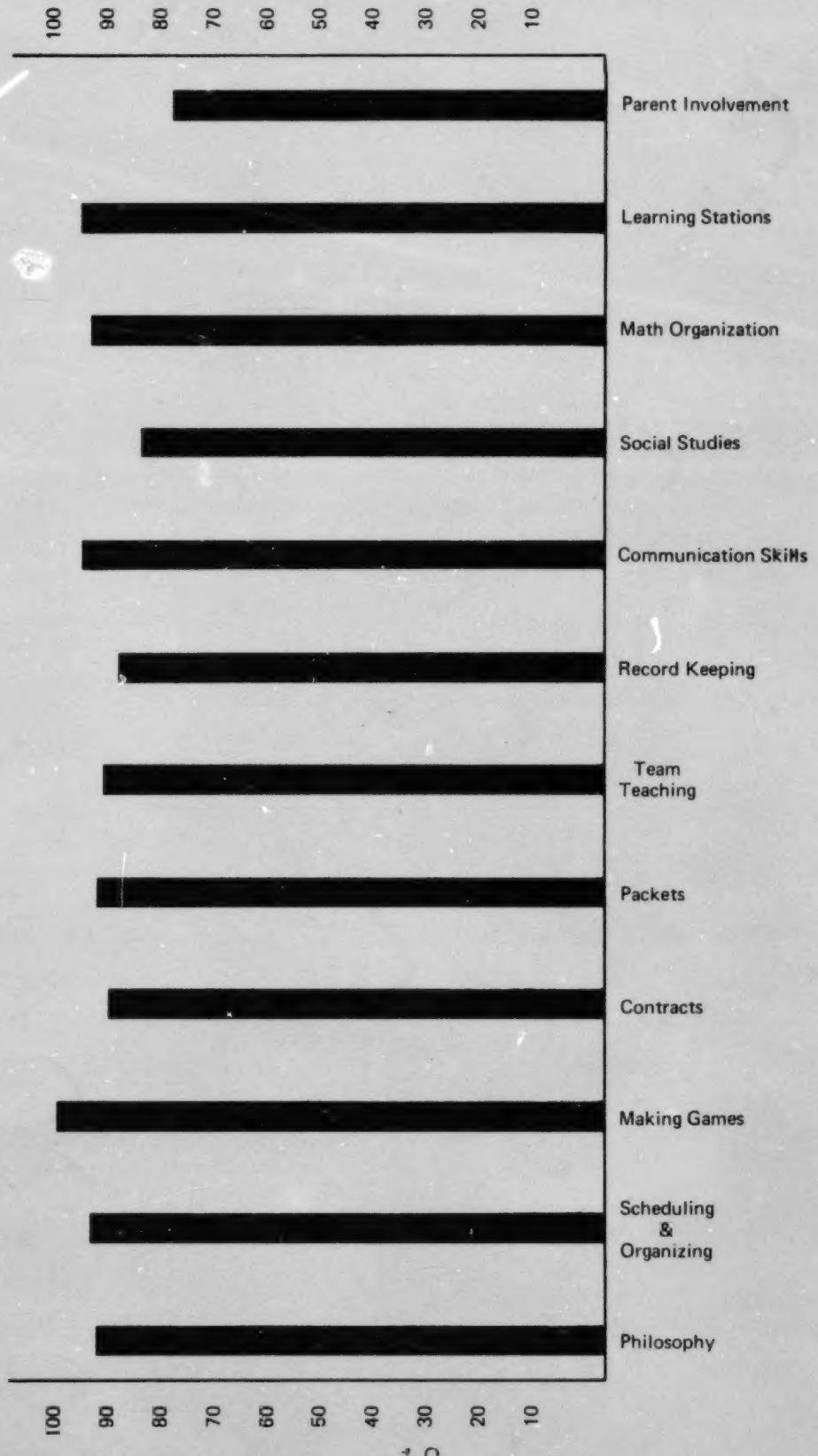
NUMBER AND PERCENTAGE RESPONDING TO EFFECTIVENESS AND IMPORTANCE CATEGORIES IN NETWORK SCHOOLS

1975

CONCEPT	EFFECTIVENESS								IMPORTANCE					
	VERY EFFECTIVE		EFFECTIVE		LITTLE EFFECT		NO EFFECT		SHOULD BE INCLUDED		SHOULD BE OPTIONAL		SHOULD BE EXCLUDED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Philosophy	72	43.0	85	50.1	9	5.4	1	.5	106	88.3	14	11.7	0	0
Scheduling and Organizing	75	45.5	79	47.9	10	6.0	1	.6	108	90.8	10	8.4	1	.8
Making Games	118	70.2	48	28.6	2	1.2	0	0	103	90.4	11	9.6	0	0
Contracts	57	35.6	88	55.0	14	8.8	1	.6	105	87.5	15	12.5	0	0
Packets	87	51.5	70	41.4	10	5.9	2	1.2	89	85.6	14	13.5	1	.9
Team Teaching	71	44.9	73	46.2	11	7.0	3	1.9	94	81.0	22	19.0	0	0
Record Keeping	44	28.2	95	60.9	14	9.0	3	1.9	97	84.3	18	15.7	0	0
Communication Skills	69	44.5	78	50.3	7	4.5	1	.7	95	81.9	20	17.2	1	.9
Social Studies Organization	46	29.5	88	56.4	20	12.8	2	1.3	79	68.1	37	31.9	0	0
Math Organization	57	34.1	99	59.3	10	6.0	1	.6	91	79.8	23	20.2	0	0
Learning Stations	105	70.5	36	24.2	6	4.0	2	1.3	105	92.1	9	7.9	0	0
Parent Involvement	55	37.4	61	41.5	22	15.0	9	6.1	88	75.2	27	23.1	2	1.7

Figure 4

PERCENTAGE RESPONDING VERY EFFECTIVE AND EFFECTIVE TO EACH CONCEPT IN NETWORK SCHOOLS, 1975



Categories (See Tables I and IV). Figure 5 gives the percentage of teachers responding Very Effective to each concept for the two programs. As Figure 5 shows, a difference of more than 30% favoring the network schools occurred for the concepts of Packets and Learning Stations. A difference of 10% to 20% favoring the network schools occurred for the concepts of Team Teaching, Social Studies, Contracts, and Scheduling. A difference of 10% to 20% favoring the Summer Happening occurred for the concepts of Communication Skills and Philosophy. All other differences were within 10% or less of each other.

In Figure 6 is presented the percentage of teachers responding Should Be Included to each concept for the two programs. As Figure 6 shows, a 20% or more difference favoring the network schools occurred for the concepts of Packets, Learning Stations, and Contracts. A 10% to 20% difference favoring the network schools occurred for the concepts Parent Involvement, Making Games, and Team Teaching. All other differences were within 10% or less for the two programs.

Thus, it appears from an examination of the network schools' data that these programs were viewed by the participants as effective programs. Although both programs have definite strengths, the comparison of the network school program with the Summer Happening Program reveals more favorable responses in the network schools. Specifically, the network schools are viewed more positively in the many areas of practical, "hands-on," and participant-involved field-based activities and teaching methods. The Summer Happening is viewed as more positive in terms of the philosophy and record keeping in open education. These results suggest that future programs could blend the two programs even closer with the college providing the philosophy and record keeping of open education, but having the presentations in the network schools where the strengths of teacher involvement could be utilized. Also the network could share even more among themselves since the present data, although not shown in the present summary form, revealed differences between network schools.

Figure 5

PERCENTAGE RESPONDING VERY EFFECTIVE TO EACH CONCEPT AT SUMMER HAPPENING AND AT NETWORK SCHOOLS, 1975

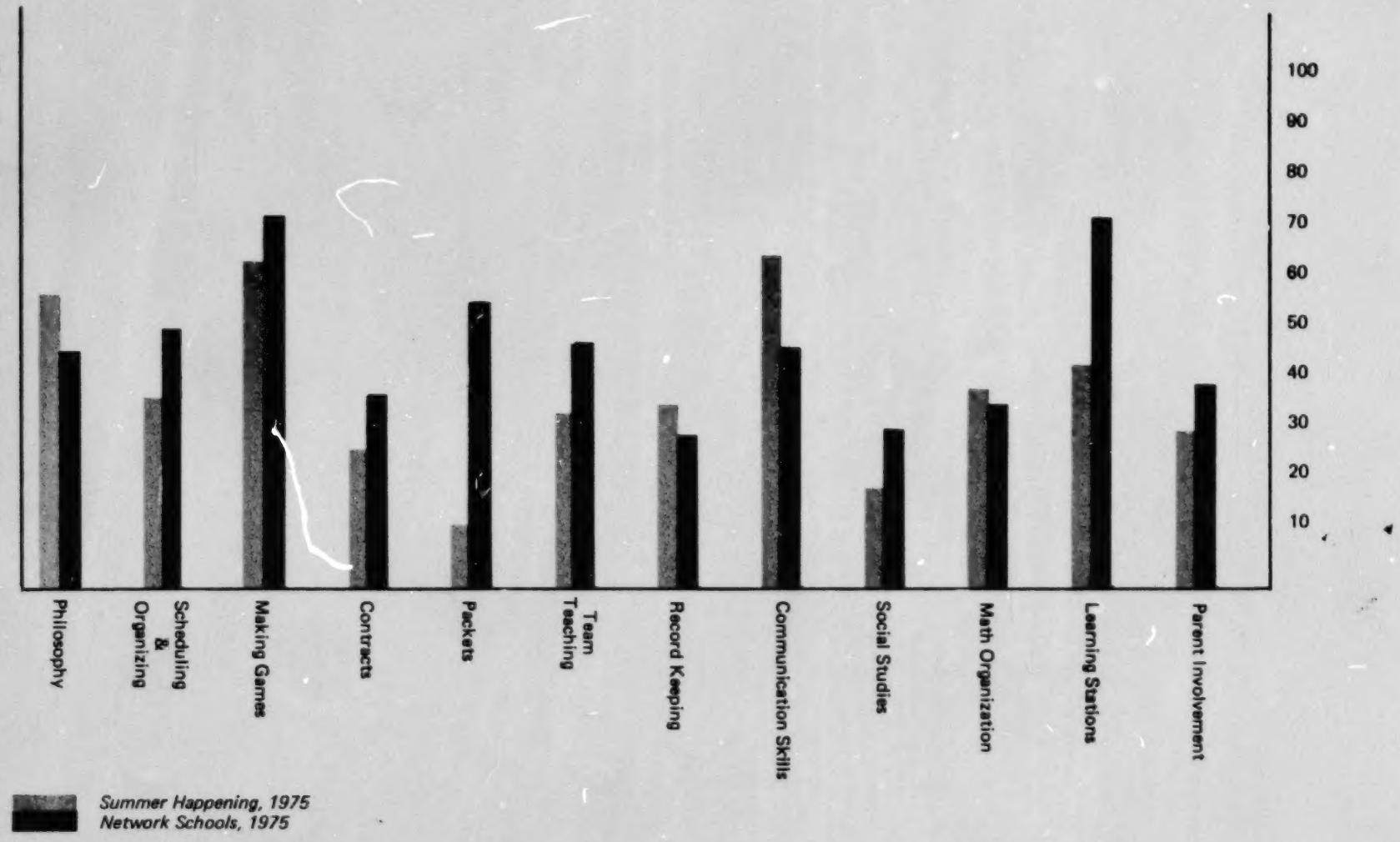
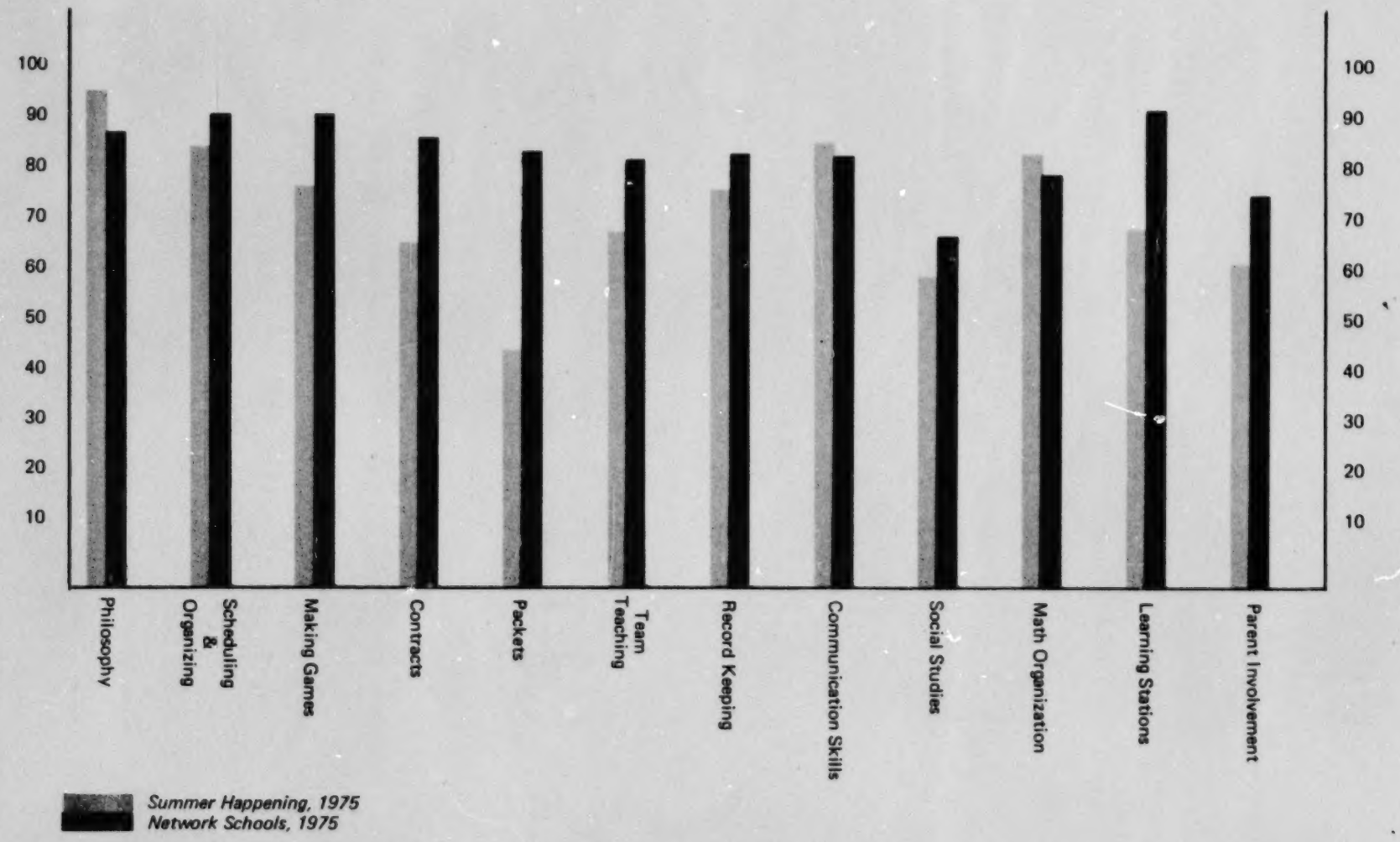


Figure 6

PERCENTAGE RESPONDING SHOULD BE INCLUDED TO EACH CONCEPT AT SUMMER HAPPENING AND AT NETWORK SCHOOLS, 1975



EVALUATION MODEL

In developing an evaluation model for open education, a distinction should be made between the early stages of program initiation and the later stages of program revision. School districts interested in change should recognize that the first year of a project is an "awareness" phase and attitudes of the participants are crucial variables which need to be changed. Since the major thrust of the Millersville Summer Happening and the network school programs has been an attempt to modify the affective component, a semantic differential, "The Teacher Attitude Inventory" (See Appendix B), has been used to gather "pre" data. By utilizing a pre-post test design, school districts can assess the attitudinal change in their new programs with adapted versions of "The Teacher Attitude Inventory."

In addition, the Summer Happening Evaluation form (See Appendix A) can be adapted for use in the assessment of teacher opinion about the effectiveness and importance of various concepts which the school district would like to assess. Perhaps needs assessment devices measuring opinions of parents and students regarding the importance or need of any concept could be built from this form. Also a priority rating could be included on one side of the concept being assessed so that not only degree of importance could be included but also a ranking as to the priority of the need could be obtained.

In order to diagnose and improve first year open education programs, school districts should be utilizing classroom teacher observation scales. Two rating scales and a questionnaire for looking at teachers in the classroom are given in Appendix C. Many other specific observation techniques can be found in a recent book by Good and Brophy entitled Looking in Classrooms.

As programs evolve into their second and third year, there is a need to go beyond the teacher attitude and opinion, and classroom observation techniques. In Table V is presented an evaluation model for such advanced programs. Again teachers can be observed with the types of scales presented in Appendix C and their use of various innovative methods can be logged in an ongoing fashion throughout the school year. Children's attitudes and achievement can be pre and post tested with inventories in the affective (See Appendix D) and standardized test in the cognitive domains. In addition, children's progress in the ongoing school can be measured by diagnostic skill sequences and other unobtrusive measures (See Table V). Parents' questionnaire (See Appendix E) and logs of parent activities, both amount and kind, can form the basis of an evaluation for this component.

TABLE V

EVALUATION MODEL FOR SCHOOL DISTRICTS

GROUP	1974 SPRING OR FALL	(ON GOING) PROCESS EVALUATION	1975 SPRING
Teachers	Teacher Observation Scales	Observation of Teachers in class using: 1. New arrangement of room 2. Team Teaching 3. Learning Centers 4. Learning Contracts 5. Other attempts at individualized instruction	Teacher Observation Scales
Parents	Parents' Questionnaires	Observation of Parental involvement in: 1. School setting (type and number) 2. Outside school setting (Parent group projects, etc.)	Parents' Questionnaires
Children	Standardized Achievement Test Attitude	Gathering of Data on children's progress through: 1. Diagnostic Skill Sequence 2. Unit Based Testing 3. Amount of extra work requested in subject 4. Amount of independent work completed	
		Gathering of "Hidden" Data such as: 1. Absenteeism 2. Vandalism 3. Drug use	

As accountability becomes part of the educational process for teachers and students, evaluation of the school administrator is essential. Samples of two questionnaires whose format could be utilized and adapted for such purposes are presented in Appendix F.[1]

It is hoped that the above model will provide approaches for schools to assess for themselves the effectiveness of their curriculum and programs. As educational monies become more difficult to obtain, there is a need to have individuals in each school district capable of assessment. Hopefully the network concept, outlined in the previous sections of this report, can be used to train such personnel in diagnostic techniques which lead to program refinement.

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[1] In addition to these instruments, other evaluation devices for administrators, teachers and school environment are being compiled at Millersville State College, Stayer Research and Learning Center, and interested persons should contact the Director of Educational Research.

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APPENDIX A

SUMMER HAPPENING EVALUATION FORM

Summer Happening Evaluation [1]

Summer, 1975

In order to provide some information for the development of future Summer Happening programs, we wonder if you might take the time to complete the following form. In addition, if you have futher comments, please list them in the appropriate spaces at the end of this form. All answers are confidential and we want to encourage you to respond openly.

To complete the form, just check the small box that is appropriate to your feelings on the particular subject.

The first four categories deal with effectiveness. For example. if you feel that making games is an effective activity, then check the small box which is labeled effective. i.e.

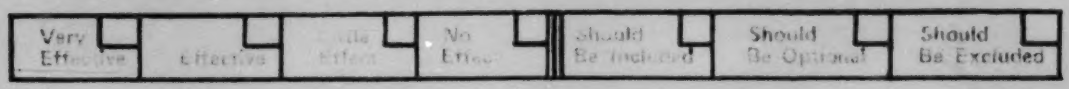
Very Effective	Effective	Little Effect	No Effect	Should Be Included	Should Be Optional	Should Be Excluded
☐	☒	☐	☐	☐	☐	☐

The next three categories deal with importance. For example, if you feel that making games is an important activity, then check the small box that designates that the activity should be included in future Summer Happenings. i.e.

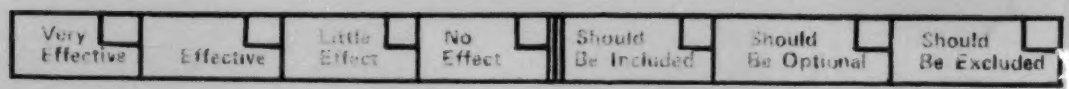
Very Effective	Effective	Little Effect	No Effect	Should Be Included	Should Be Optional	Should Be Excluded
☐	☐	☐	☐	☒	☐	☐

[1] Designed by Mr. Richard Bitzer

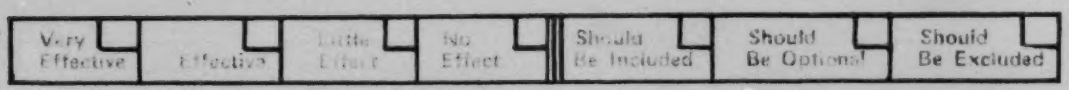
PHILOSOPHY OF OPEN EDUCATION PRESENTATION



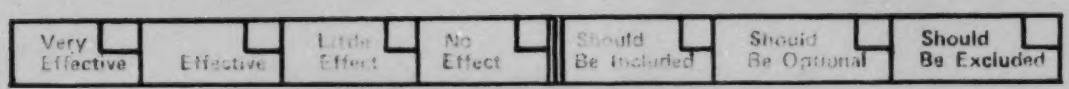
SCHEDULING AND ORGANIZING



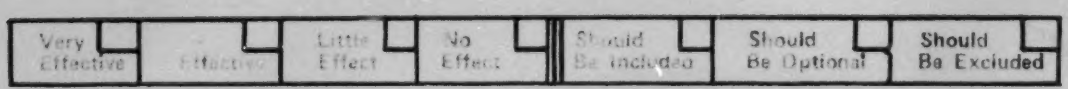
MAKING GAMES



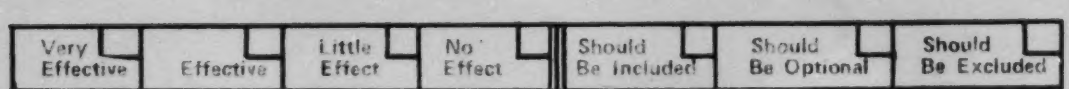
CONTRACTS



PACKETS



TEAM TEACHING



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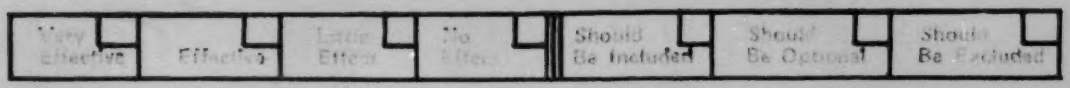

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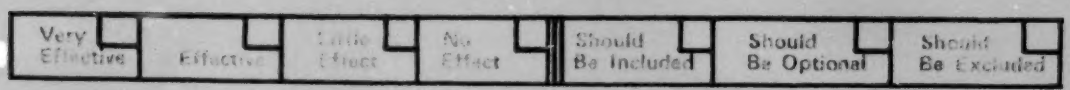

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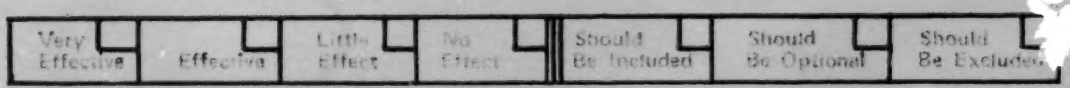
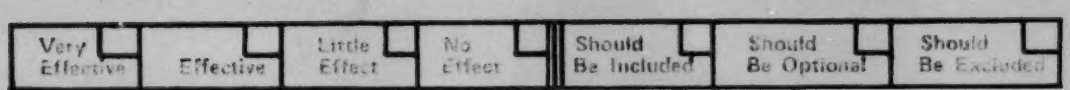
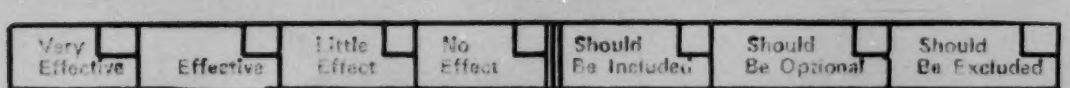


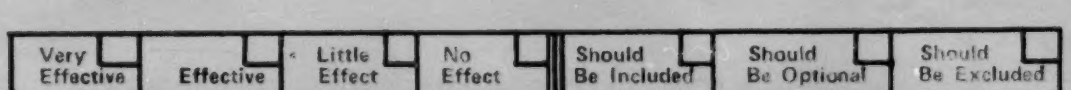
MATH ORGANIZATION



LEARNING STATIONS



PARENT INVOLVEMENT



Please respond to the following four items:

What part of the program was most valuable to you?

What part of the program was of least value to you?

What areas, topics, or concepts would you like to have included in future programs?

In the space below, please make any comments or suggestions you feel would aid us in planning future programs.

APPENDIX B

TEACHER ATTITUDE INVENTORY

Teacher Attitude Inventory [1]

Name _____ Sex _____

School District _____ Grade Level Taught _____

We, are interested in how you feel about certain things or ideas. At the top of the following pages you will find a concept such as **TEAM TEACHING** and beneath it a list of word pairs. The following is an example.

ENJOYABLE | VERY | SOMEWHAT | NEUTRAL | SOMEWHAT | VERY | **DISTASTEFUL**

If you feel that team teaching is very enjoyable, place an X over the word very that is located nearest to the word enjoyable.

ENJOYABLE | VERY | SOMEWHAT | NEUTRAL | SOMEWHAT | VERY | **DISTASTEFUL**

Or if you feel that team teaching is very distasteful, place an X over the word very that is nearest to distasteful.

ENJOYABLE | VERY | SOMEWHAT | NEUTRAL | SOMEWHAT | VERY | **DISTASTEFUL**

If you feel that team teaching is somewhat enjoyable or somewhat distasteful, then mark the appropriate somewhat box.

ENJOYABLE | VERY | SOMEWHAT | NEUTRAL | SOMEWHAT | VERY | **DISTASTEFUL**

or

ENJOYABLE | VERY | SOMEWHAT | NEUTRAL | SOMEWHAT | VERY | **DISTASTEFUL**

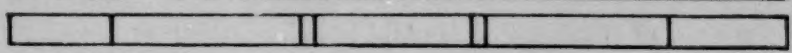
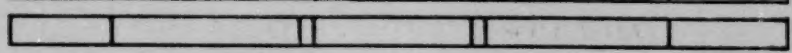
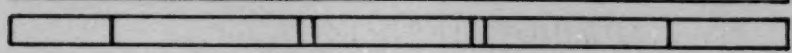
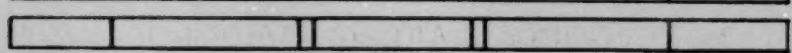
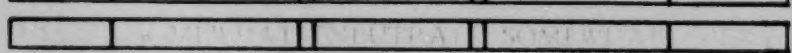
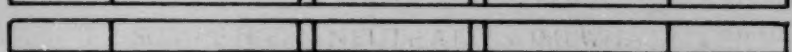
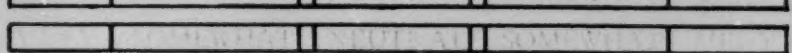
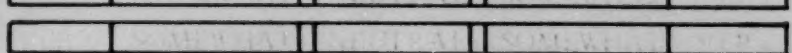
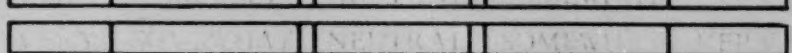
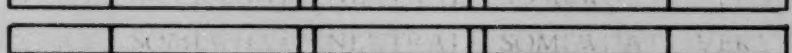
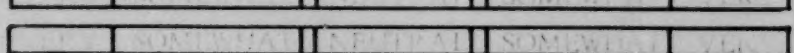
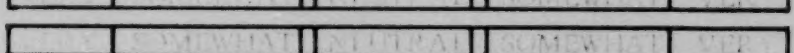
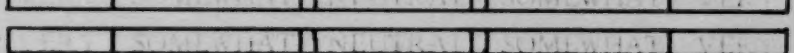
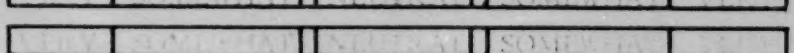
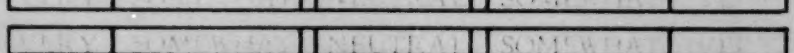
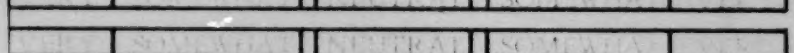
If you are neutral about the concept, place an X over the word neutral. If you feel that the word pair is unrelated to the the concept, place an X over the word neutral.

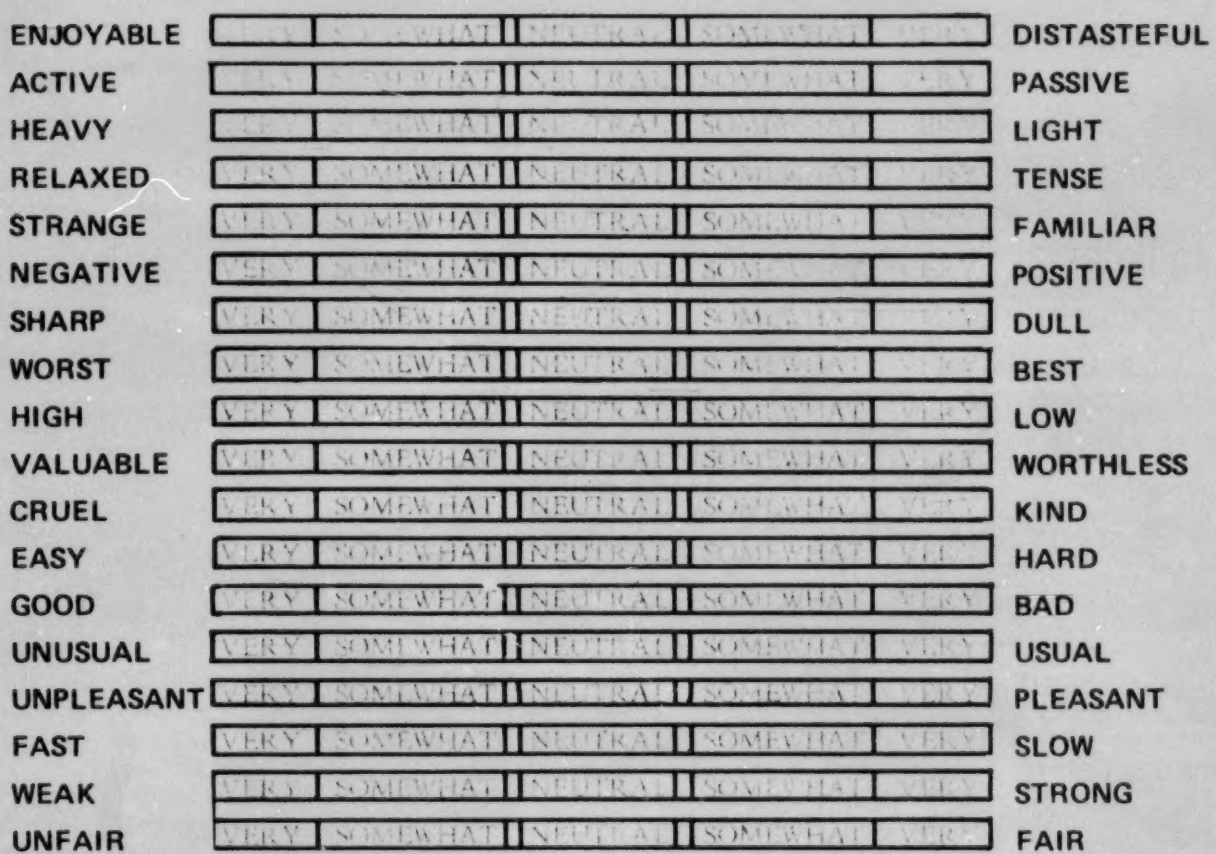
ENJOYABLE | VERY | SOMEWHAT | NEUTRAL | SOMEWHAT | VERY | **DISTASTEFUL**

Please make an X for each word pair and only one X. Remember, it is your first feeling and only your first feeling that we want for your response.

[1] Designed by Mr. Richard Bitzer

EDUCATIONAL MEDIA (LIBRARY)

ENJOYABLE		DISTASTEFUL
ACTIVE		PASSIVE
HEAVY		LIGHT
RELAXED		TENSE
STRANGE		FAMILIAR
NEGATIVE		POSITIVE
SHARP		DULL
WORST		BEST
HIGH		LOW
VALUABLE		WORTHLESS
CRUEL		KIND
EASY		HARD
GOOD		BAD
UNUSUAL		USUAL
UNPLEASANT		PLEASANT
FAST		SLOW
WEAK		STRONG
UNFAIR		FAIR


ENJOYABLE
DISTASTEFUL
ACTIVE
PASSIVE
HEAVY
LIGHT
RELAXED
TENSE
STRANGE
FAMILIAR
NEGATIVE
POSITIVE
SHARP
DULL
WORST
BEST
HIGH
LOW
VALUABLE
WORTHLESS
CRUEL
KIND
EASY
HARD
GOOD
BAD
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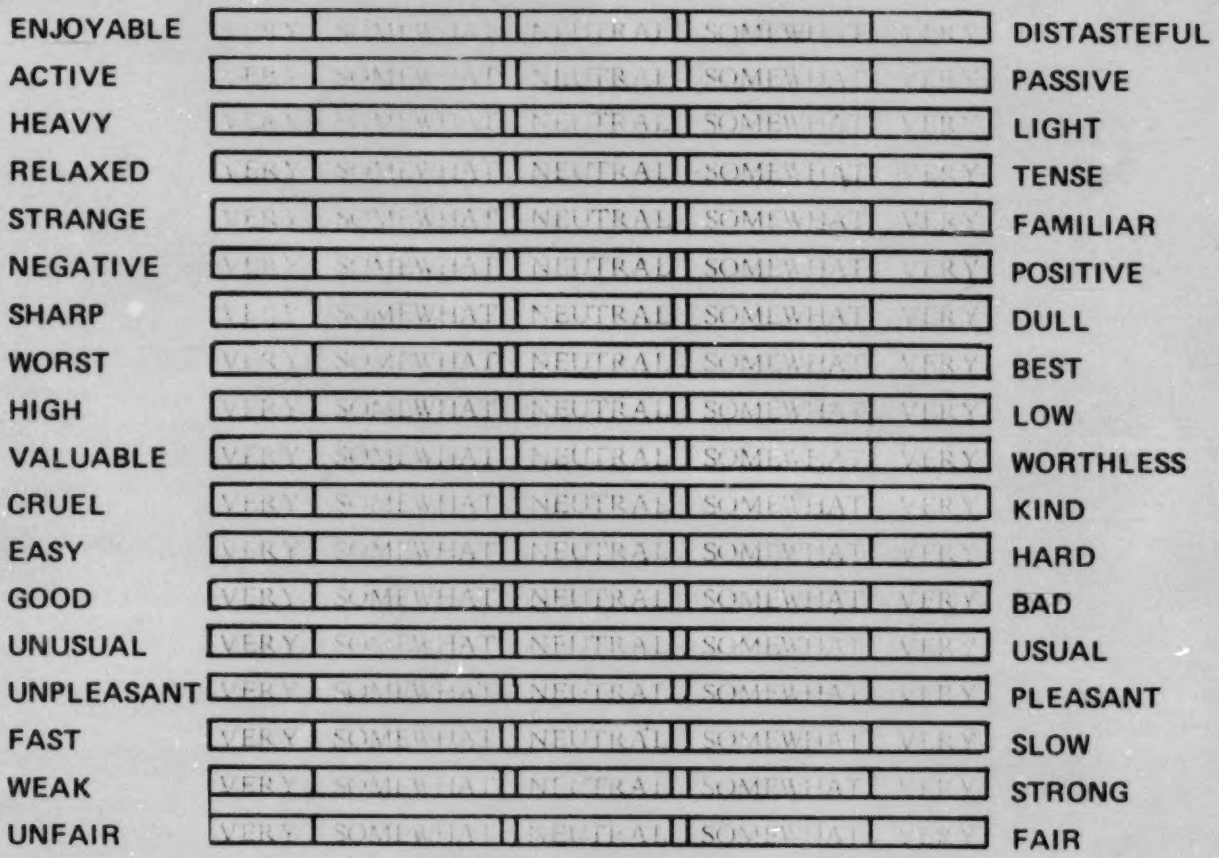
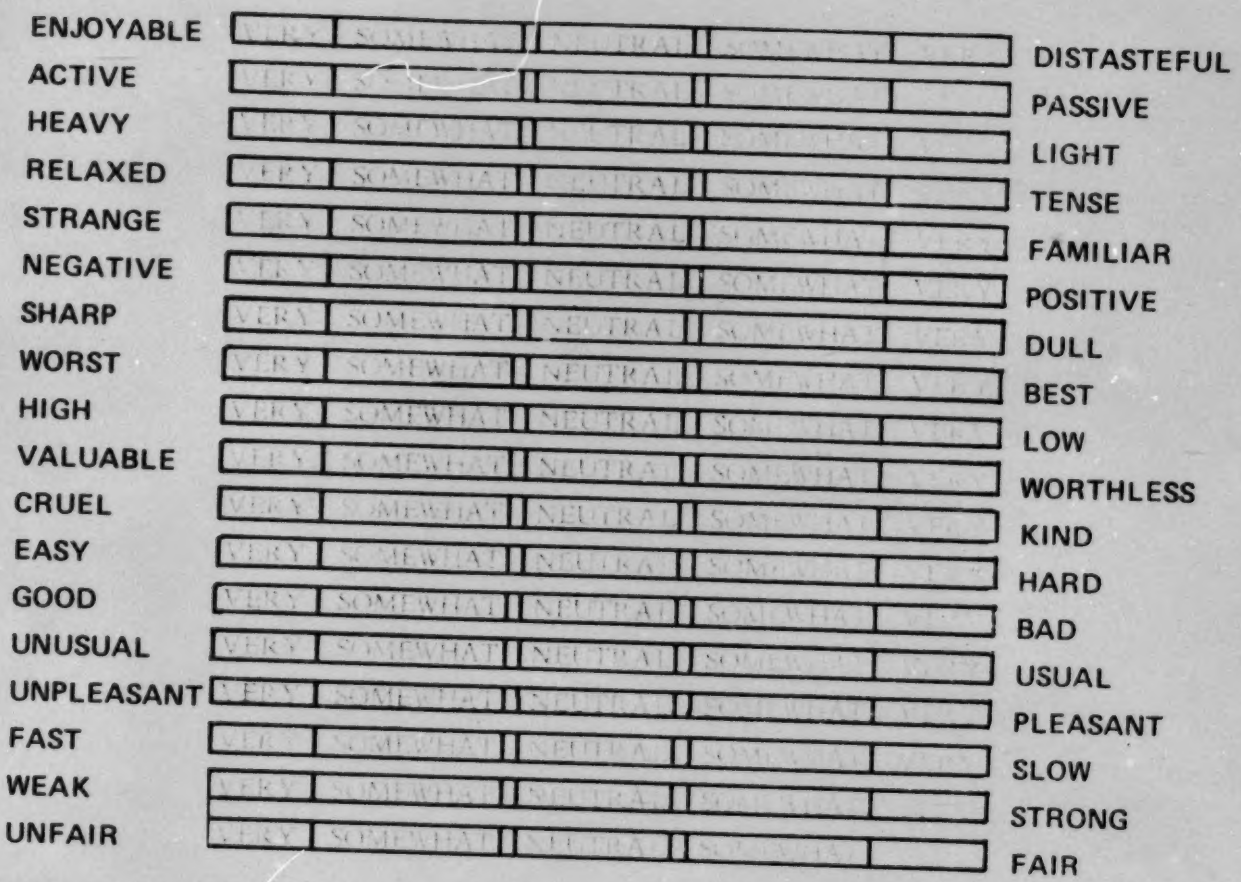
PLEASANT
FAST
SLOW
WEAK
STRONG
UNFAIR
FAIR

NON-GRADEDNESS



OPEN SPACES


ENJOYABLE
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CRUEL
KIND
EASY
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FAST
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STRONG
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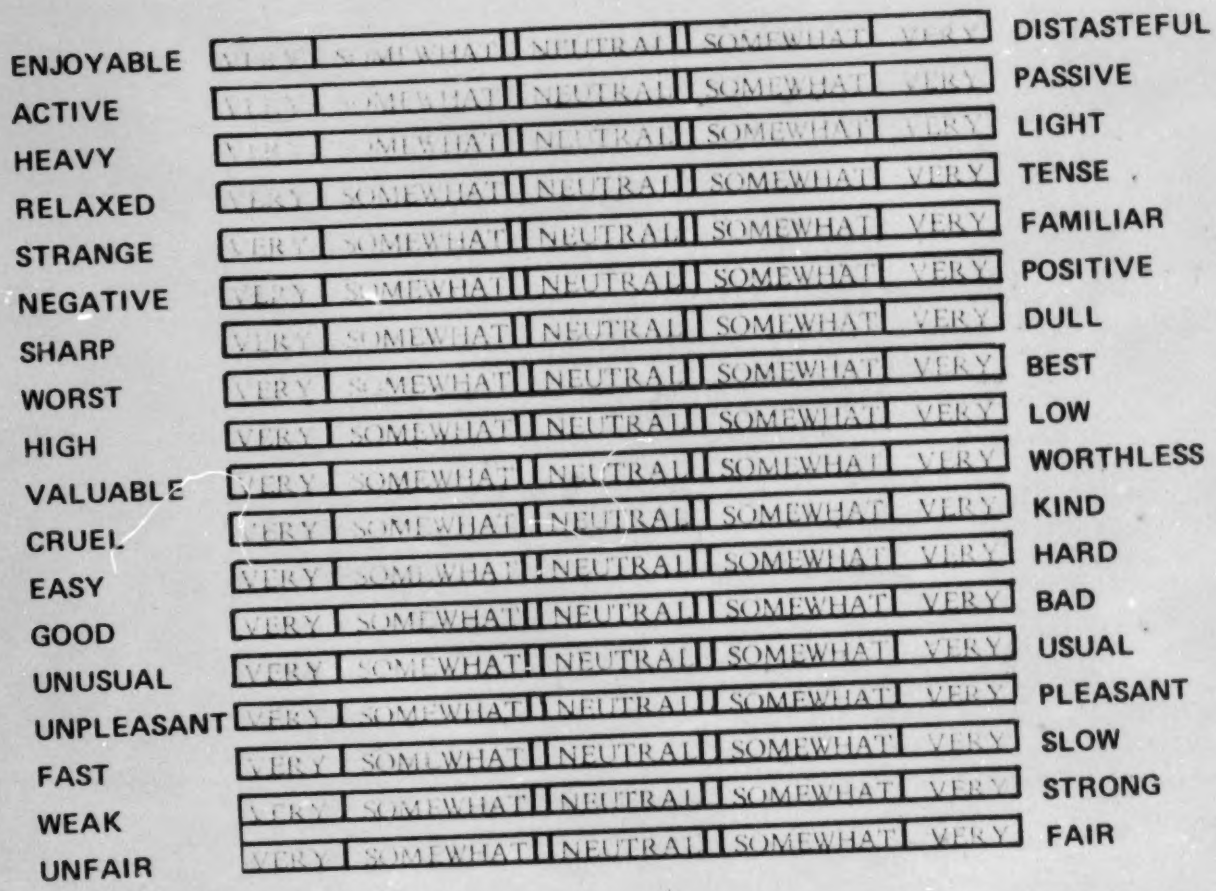
FAIR

TEAM TEACHING



SCORING TECHNIQUE
FOR
TEACHER ATTITUDE INVENTORY

The Teacher Attitude Inventory yields five scores, one for each of the five concepts. The subject's responses on the adjective pairs are weighed with a 5 for a positive response and a 1 for a negative response, for example:

good 5 : 4 : 3 : 2 : 1 : bad

OR

unpleasant 1 : 2 : 3 : 4 : 5 : pleasant

Not all adjective pairs are scored; only a selected set of pairs that measure one's evaluation of the concept are used. For the present study the following adjective pairs are scored: enjoyable - distasteful, sharp - dull, high -low, valuable - worthless, good - bad, unpleasant - pleasant, and unfair - fair. Then a score is simply a sum of the weights on these seven adjective pairs. Thus, the scores on any concept could range from a low of 7 to a high of 35.

APPENDIX C

TEACHER OBSERVATION INSTRUMENTS

RATING SCALE AND QUESTIONNAIRE

The Observation Rating Scale (Evans, 1971) is a survey instrument designed to measure the degree to which a classroom is open. Along with a parallel Teacher Questionnaire, valuable baseline data can be gathered, which can help a school system chart its progress as it moves toward open education.

Although the Rating Scale is designed to be filled out by a trained observer, a school system could use its own administrative personnel to fill it out. The Teacher Questionnaire could be completed by the teachers themselves as a type of self-evaluation instrument. However, if only the Teacher Questionnaire is completed, an objective evaluation is impossible. Ideally, the Rating Scale should be used in conjunction with the Teacher Questionnaire. In this way, valuable feedback about discrepancies between how a teacher views the classroom and how an observer views the classroom is gathered.

An observer can fill out the Rating Scale after several visits to a classroom. A short interview with the classroom teacher might be necessary in completing several of the items (e.g., Item #26). The Scale can be simply scored by using the scoring key.

ID
1.
2.
3.

School
Classroom
Teacher
Observer

OBSERVATION RATING SCALE

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under the teacher's direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. Day is divided into large blocks of time within which children, with the teacher's help, determine their own routine.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference, children's literature).	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard from his desk.	1	2	3	4
12. The environment includes materials developed by the teacher.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily make use of other areas of the building and school yard as part of their school time.	1	2	3	4
15. The program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. Teacher prefers that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. Teacher plans and schedules the children's activities through the day.	1	2	3	4
21. Teacher makes sure children use materials only as instructed.	1	2	3	4
22. Teacher groups children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
26. Teacher uses test results to group children for reading and/or math.	1	2	3	4
27. Children expect the teacher to correct all their work.	1	2	3	4
28. Teacher bases her instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. Teacher gives children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. The teacher's lessons and assignments are give to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experienced-based questions.	1	2	3	4
34. Teacher bases her instruction on curriculum guides or text books for the grade level she teaches.	1	2	3	4
35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.	1	2	3	4
36. Teacher has children for a period of just one year.	1	2	3	4
37. The class operates within clear guidelines made explicit.	1	2	3	4
38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
40. The teacher is in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. Teacher uses tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. Teacher uses the assistance of someone in a supportive, advisary capacity.	1	2	3	4
45. Teacher tries to keep all children within her sight so that she cna make sure they are doing what they are supposed to do.	1	2	3	4
46. Teacher has helpful colleagues with whom she discusses teaching.	1	2	3	4
47. Teacher keeps a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is the teacher's top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing.	1	2	3	4

ID_____
1._____
2._____
3._____

School_____
Classroom_____
Teacher_____

TEACHER QUESTIONNAIRE

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not the case, circle "1"; if it is very minimally true, choose "2". If the statement generally describes your classroom, choose "3"; if it is absolutely true, choose "4".

	strongly disagree	disagree	agree	strongly agree
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his person storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routine	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials I have developed.	1	2	3	4
13. Common environment materials are provided.	1	2	3	4
14. Children may voluntarily use other areas of the building and schoolyard as part of their school time.	1	2	3	4
15. Our program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. I prefer that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. I plan and schedule the children's activities through the day.	1	2	3	4
21. I make sure children use materials only as instructed.	1	2	3	4
22. I group children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. I use test results to group children in reading and/or math.	1	2	3	4
27. Children expect me to correct all their work.	1	2	3	4
28. I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. I give children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. My lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experienced-based questions.	1	2	3	4
34. I base my instruction on curriculum guides or the text books for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional and physical development.	1	2	3	4
36. I have children for just one year.	1	2	3	4
37. The class operates within clear guidelines, made explicit.	1	2	3	4
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
'. Before suggesting any extension or redirection activity, I give diagnostic attention to the particular ıild and his particular acivity.	1	2	3	4
². The children spontaneously look at and discuss ·ch other's work.	1	2	3	4
·. I use tests to evaluate children and rate them ı comparison to their peers.	1	2	3	4
I use the assistance of someone in a supportive ·ıvisory capacity.	1	2	3	4
·. I try to keep all children within my sight so that can be sure they are doing what they are supposed to do.	1	2	3	4
I have helpful colleagues with whom I discuss aching ideas.	1	2	3	4
I keep a collection of each child's work for · in evaluating his development.	1	2	3	4
Evaluation provides information to guide my struction and provisioning for the classroom.	1	2	3	4
. Academic achievement is my top priority for the ildren.	1	2	3	4
). Children are deeply involved in what they are ·ng through the day.	1	2	3	4

SCORING KEY

WITH WEIGHTED ITEM SCORES

FOR CLASSROOM OBSERVATION RATING SCALE AND TEACHER QUESTIONNAIRE

ITEM	POSITION 1	2	3	4	ITEM	POSITION 1	2	3	4
	(weighted score)					(weighted score)			
1	4	3	2	1	26	4	3	2	1
2	1	2	3	4	27	4	3	2	1
3	4	3	2	1	28	1	2	3	4
4	1	2	3	4	29	4	3	2	1
5	4	3	2	1	30	1	2	3	4
6	1	2	3	4	31	4	3	2	1
7	1	2	3	4	32	4	3	2	1
8	1	2	3	4	33	1	2	3	4
9	1	2	3	4	34	4	3	2	1
10	4	3	2	1	35	1	2	3	4
11	4	3	2	1	36	1	2	3	4
12	1	2	3	4	37	1	2	3	4
13	1	2	3	4	38	4	3	2	1
14	1	2	3	4	39	1	2	3	4
15	1	2	3	4	40	1	2	3	4
16	1	2	3	4	41	1	2	3	4
17	4	3	2	1	42	1	2	3	4
18	1	2	3	4	43	4	3	2	1
19	1	2	3	4	44	1	2	3	4
20	4	3	2	1	45	4	3	2	1
21	4	3	2	1	46	1	2	3	4
22	1	2	3	4	47	1	2	3	4
23	1	2	3	4	48	1	2	3	4
24	1	2	3	4	49	4	3	2	1
25	1	2	3	4	50	1	2	3	4

Observer(s)_____ School:_____

Date:_____ Teacher:_____

Pupil Grade Level:_____

THE TEACHER PERFORMANCE RATING SCALES

Dr. Gil Mazer
Mr. Paul Mestancik

Introduction:

The Teacher Performance Rating Scales consist of subscales which are designed to systematically describe teacher and pupil performance on several dimensions which are considered significant to pupil learning and the establishment of a particular type of classroom climate. The scales should be useful both in providing feedback to teachers and for comparing classroom environments.

Directions:

The observer should wait for a full hour before filling out rating scales and use separate TPRS's for each hour of observations. The observer should also comment on his ratings to help provide an accurate "image" of the classroom environment. He should begin with a rough sketch of physical arrangements including usual placement of teacher and pupil desks, learning centers, etc.

Sketch Here

THE TEACHER PERFORMANCE RATING SCALES

Subscale 1

Average ratio of teacher-pupil talk

(Circle one number)

Mostly teacher talk						Mostly pupil talk
1	2	3	4	5	6	7

Comment:

Subscale 2

Average classroom noise levels (pupil noise)

(Circle one number)

Loud						Quiet
1	2	3	4	5	6	7

Comment:

Subscale 3

Flexibility of grouping arrangement:

(Circle one number)

Rigid grouping (little variety)						Flexible grouping (much variety)
1	2	3	4	5	6	7

Comment:

THE TEACHER PERFORMANCE RATING SCALES
Subscale 4

Extent of pupil movement within the classroom

(Circle one number)

Much pupil movement						Little pupil movement
1	2	3	4	5	6	7

Comment:

Subscale 5

Extent student may choose learning activity (pupil autonomy vs. teacher direction)

(Circle one number)

Much student selection						Little student selection
1	2	3	4	5	6	7

Comment:

Subscales 6 - 14

TEACHER STRATEGIES

Indicate Extent Teacher Uses the Following Behaviors:

A. VERBAL BEHAVIORS

6. Verbal Supportive--"That's a very good job." "You are such a lovely girl." "My, but your work is so neat."

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

7. Verbal Neutral--"Laura and Tom, let's open our books to page 34." "May, your pencil is on the floor." "Hal, do you have milk money today?"

(Circle one number)

Much Little

1 2 3 4 5 6 7

Comment:

8. Verbal Control--"Lou, sit on that chair and shut up!" "Curt, get up off that floor!" "Mary and Laura, quit your talking!"

(Circle one number)

Much Little

1 2 3 4 5 6 7

Comment:

B. NON-VERBAL BEHAVIORS:

9. Non-Verbal Supportive--Teacher nods her head at Rose. Teacher smiles at Liza. Teacher claps when Laura completes her problem at board.

(Circle one number

Much Little

1 2 3 4 5 6 7

Comment:

10. Non-Verbal Neutral--Teacher indicates with her arms that she wants Lilly and Shirley to move farther apart in the circle. Teacher motions to Joe and Tom that they should try to snap their fingers to stay in beat with the music.

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

11. Non-Verbal Control--Teacher frowns at Lena. Teacher shakes finger at Amy to quit tapping her pencil. Teacher motions with hand for Rose not to come to her desk.

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

C. PHYSICAL CONTACT BEHAVIORS

12. Physical Contact Supportive--Teacher hugs Laura. Teacher places her arm around Mary as she talks to her. Teacher holds Trish's hand as she takes out a splinter.

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

13. Physical Contact Neutral--Teacher touches head of Nick as she walks past. Teacher leads Rema to new place on the circle.

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

14. Physical Contact Control--Teacher strikes Lou with stick. Teacher pushes Curt down in his chair. Teacher pushes Hal and Doug to the floor.

(Circle one number)

Much						Little
1	2	3	4	5	6	7

Comment:

APPENDIX D

CHILDREN'S ATTITUDE TESTS

SEMANTIC DIFFERENTIAL TESTING PROJECT

Name _____

School _____

Grade _____ Age _____

Today I would like you to think about yourself and your schoolwork and how you feel about yourself and your schoolwork. The things you tell us will not be used in any way to give you a grade. Also, there are no right or wrong answers to the things we are going to ask you.

On the next six pages you will find a list of words which mean the opposite of each other. An example of these words is:

HAPPY SAD

At the top of each page will be some things about school like **Reading and Me.** If you feel that you are always happy with reading, place an X in box 1. If you feel you are not always happy with reading but are happy most of the time, place an X in box 2. If you feel you are sometimes happy and sometimes sad with reading, place an X in box 3. If you feel you are not always sad but sad most of the time with reading, place an X in box 4. If you feel you are always sad with reading, place an X in box 5. However, if you feel you cannot answer to the thing, place an X in box 3.

On each of the words on the next pages, try to think about how you really feel about the school thing at the top of the page and mark your answer so it is as close to how you feel. Mark only one answer for each pair of words. Make sure your answer is in the box, not outside the box.

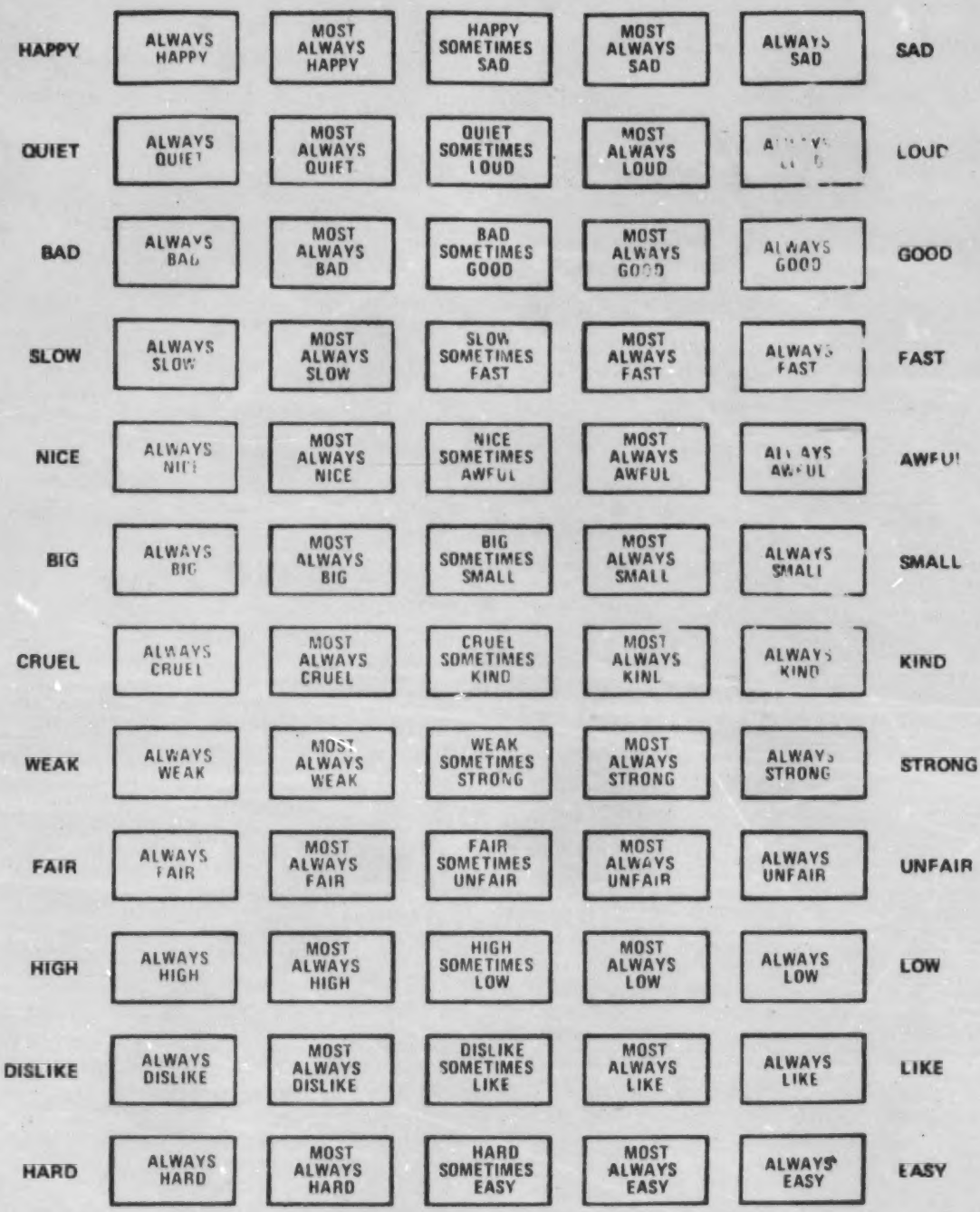
Reading and Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

School and Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

Arithmetic and Me



Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
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WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

Social Studies and Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

Science and Me

HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
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BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

SCORING SCHEME
FOR
SEMANTIC DIFFERENTIAL

The scoring scheme for any concept on the Semantic Differential for children is based on six of the twelve adjective pairs. The six adjective pairs are: Happy-Sad, Bad-Good, Nice-Awful, Cruel-Kind, Fair-Unfair, Dislike-Like. In each case a "positive" response receives a 5 and a negative response a 1 with 4, 3, 2 used to complete the middle 3 boxes. For example:

Happy	5	4	3	2	1	Sad
Bad	1	2	3	4	5	Good

By summing across the six adjective pairs a total score can be obtained. These scores can range from a high of 30 to a low of 6.

FACES INVENTORY

Age _____ Name _____

Grade _____ School _____

Date _____

DIRECTIONS: Boys and girls, we are interested in how you feel about school and some of the things you do in school. Read each sentence below and on the following pages. Put an "X" on the face that shows how you feel. Please check only one face for each sentence and make sure you answer each sentence.

EXAMPLE:

This is how I feel when I go to the doctor.

1. This is how I feel when I come to school.

2. I feel like this when the teacher tells me to do something all by myself without any help.

3. This is how I would feel if I could go to school for the rest of my life.

4. I feel like this when someone does not follow the rules.

5. I feel like this when I work alone.

6. I feel like this when I have a lot of school work to do.

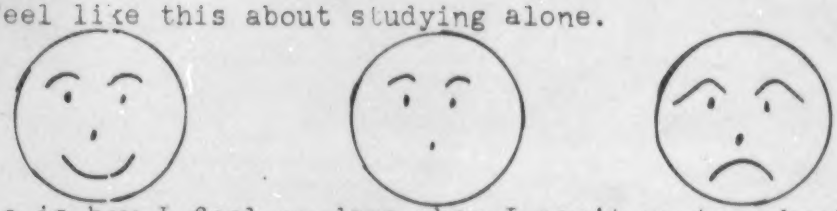
7. I feel like this about going to summer school.

8. I feel like this when I work on a project by myself.

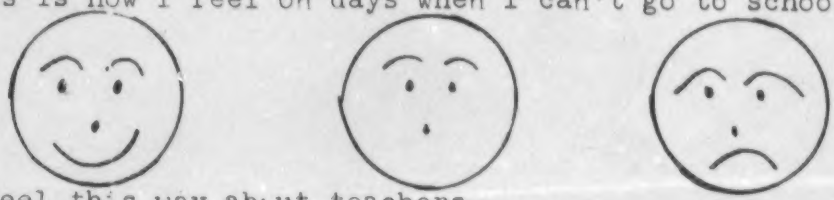
9. This is how I feel about going back to school after a vacation.

10. This is how I feel when I talk to my teachers.

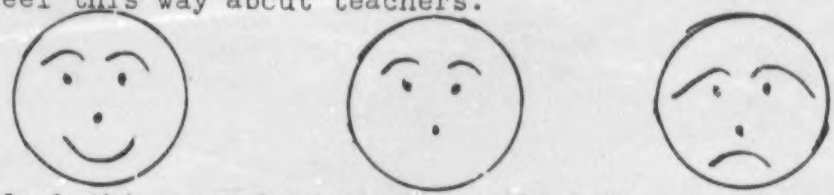
11. I feel like this about studying alone.



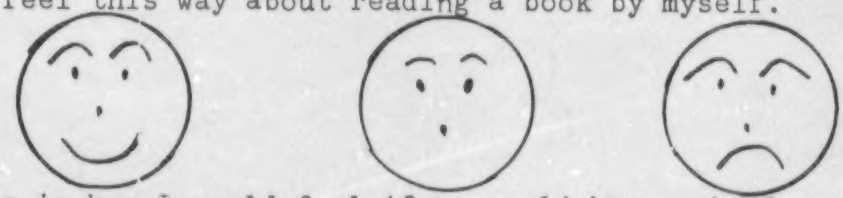
12. This is how I feel on days when I can't go to school.



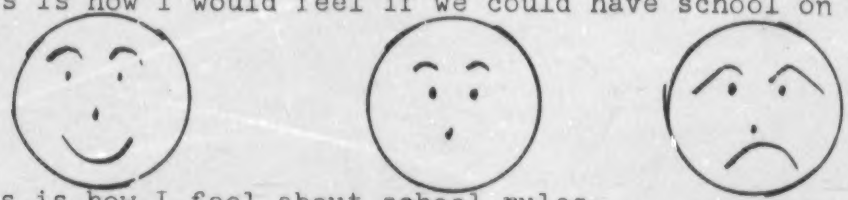
13. I feel this way about teachers.



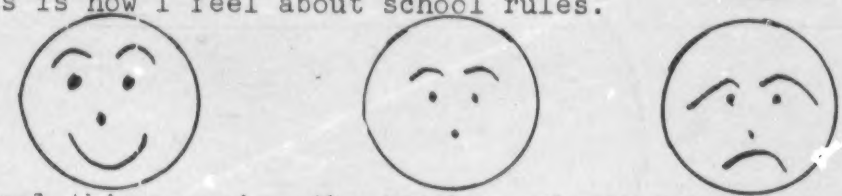
14. I feel this way about reading a book by myself.



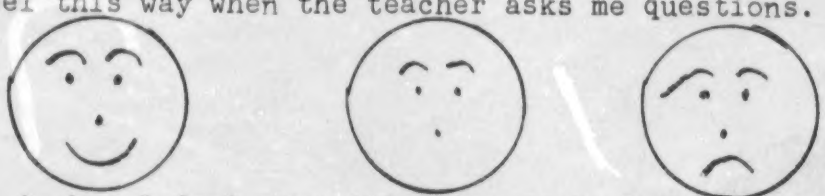
15. This is how I would feel if we could have school on Saturday, too.



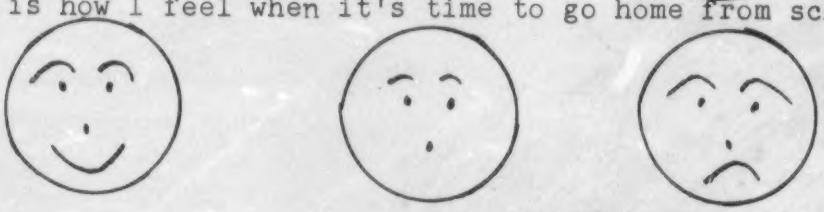
16. This is how I feel about school rules.



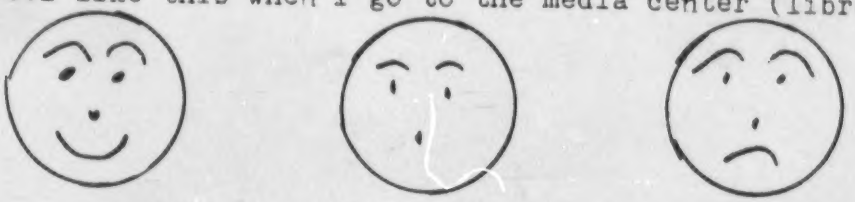
17. I feel this way when the teacher asks me questions.



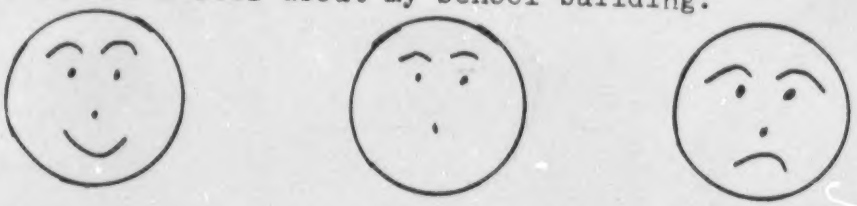
18. This is how I feel when it's time to go home from school.



19. I feel like this when I go to the media center (library).



20. This is how I feel about my school building.



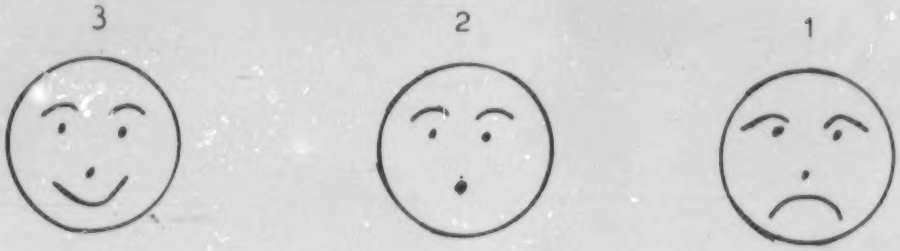
SCORING PROCEDURES
FOR

THE FACES TEST

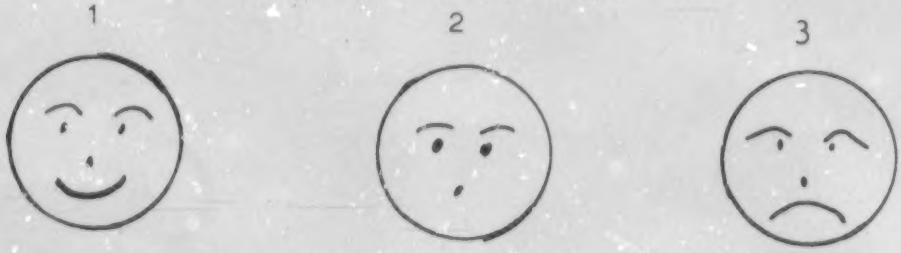
The 20 items of the Faces Test yield three scores on what can be called three factors. These three factors and the items that are part of these factors are given below.

	FACTOR	ITEMS
I.	Attitude toward school climate	1, 4, 7, 10, 13, 16, 19, 20
II.	Attitude toward independent study	2, 5, 8, 11, 14, 17
III.	Attitude toward school-work	3, 6, 9, 12, 15, 18

Each item is scored on a 3 point scale with a "positive" response getting a 3 and a "negative" response a 1. For example, for item 1, "This is how I feel when I come to school.", the weighting is



All other items, with the exception of 4, 12, and 18, are similarly weighted. For items numbers 4, 12, and 18, the three-point scale is reversed. For example, for item 4, "I feel like this when someone does not follow the rules.", the weighting is



In order to obtain a score on a factor, the weights for the items that are included in that factor are simply added. Thus, for factor I, the scores can range from 8 to 24, whereas for factors II and III, the scores can range from 6 to 18.

APPENDIX E

PARENT QUESTIONNAIRE

PARENT QUESTIONNAIRE

1. Do you feel you have a good understanding of your child's overall progress at _____? Yes No Undecided

2. Do you feel that your child has benefited from the non-graded program? Yes No Undecided

3. Do you feel that your child has been placed in the proper level in

   a. arithmetic Yes No Undecided
   b. reading Yes No Undecided
   c. science Yes No Undecided
   d. social studies Yes No Undecided

4. Do you feel your child would have made better progress in a graded school? Yes No Undecided

5. Do you feel your child is getting individual help in his school work? Yes No Undecided

6. Do you feel your child has a positive attitude toward school? Yes No Undecided

7. Do you feel your child's attitude toward school has improved by being at _____? Yes No Undecided

8. If you could vote on making all schools like _____, how would you vote? Yes No Undecided

9. In the space below, make any comments you want about the program at _____.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX F

ADMINISTRATOR EVALUATION FORMS

INSTRUCTIONS ON ADMINISTERING FORM

Using either one of the following number codes, the administrator or supervisor will rate himself on all items and record his self-evaluation in Column 1. The immediate supervisor will rate the administrator independently, using Column 2. In conference they will reach agreement on evaluation and will record their joint rating in Column 3.

0= unobserved		U= unobserved
1= poor		
2= below average, not acceptable	OR	A= acceptable
3= average, or acceptable		
4= above average		N= not acceptable
5= superior		

Behavioral evidences are indicated as guidelines. Other evidences may appropriately be considered but with as much specificity as possible. However, if the philosophy established in the behavioral evidences is accepted, other behaviors considered should be consistent with those in the instrument. (See comments introducing teacher evaluative instrument.)

This instrument when completed in any portion must be classified as confidential and should be available only to the evaluatee, the evaluator, and the reviewing officials.

[1] From "A Manual for Developing Reasonable, Objective, Non-discriminatory Standards for Evaluating Administrator Performance," by J. Everette Devaughn, ED060500, Sept. 1971.

EVALUATION OF PROFESSIONAL GROWTH AND SERVICE OF ADMINISTRATORS

1 2 3

___ ___ ___ STANDARD 1: DIRECTS A MAJOR PORTION OF HIS TIME TOWARD IMPROVING INSTRUCTION.

Behavioral Evidences:

__Works continuously with large groups and with individuals to improve learning experiences;

__Works to assist teachers in their professional performance in the classroom;

__Works with individual teachers to assess their strengths and weaknesses and assists them to overcome weaknesses;

__Brings to the teachers resource and supervisory personnel to assist them in strengthening their teaching;

__Provides opportunity for the teacher to visit and observe other teachers considered to be strong in areas in which improvement is needed.

Supplementary Evidences:

__Reveals through copies of joint evaluation forms time spent on improving instruction.

___ ___ ___ STANDARD 2: DEMONSTRATES KNOWLEDGE IN GENERAL EDUCATION AND IN HIS SPECIALTY ADEQUATE TO HIS ROLE AS AN EDUCATIONAL LEADER.

Behavioral Evidences:

__Presents a score on the NTE of acceptable percentile on the combined common and area portions of the instrument with no less than acceptable percentile on either portion, NTE scores to be set by local school board;

__Shows acceptable understanding of child growth and development appropriate to the age level of students he administers to in both practice and discussion;

__Shows understanding of the purposes and acceptable practices of guidance and counseling;

__Indicates administrative ability in supervision of counseling services through counseling referrals;

__Organizes his staff in an effective manner;

__Schedules learning experiences in a flexible way to allow large and small blocks of time for timely input from outside resources;

Supplementary Evidences:

__Reveals ability to provide learning experiences in a flexible but organized manner through submission of master schedule and accompanying time schedule.

___ ___ ___ STANDARD 3: PLANS WELL.

Behavioral Evidences:

__Develops job specifications;

__Makes plans to meet needs on short and long-term bases;

__Bases plans on research;

__Utilizes his staff in development of plans;

__Develops organizational plans and procedure;

__Executes plan of action appropriately and with vigor, adequate supervision and evaluation.

Supplementary Evidences:

__Submits plans in conference and in writing;

__Requests budgetary support for plans;

__Reveals consideration of pupil population in planning for learning activities and support thereof.

___ ___ ___ STANDARD 4: ORGANIZES HIS WORK WELL AND ASSISTS OTHERS TO ORGANIZE TASKS IN AN EFFECTIVE MANNER.

Behavioral Evidences:

__Observes a reasonable and demanding schedule.

__Establishes priorities and allocates time in accordance therewith.

__Delegates to staff members tasks which rightly should be theirs and then supervises the performance.

__Defers as much desk work as possible to hours after students are gone or to a time before students arrive, thus devoting his school-day hours to the instructional and supervisory tasks and to working with the students.

__Develops job specifications and makes assessments in consideration of job specifications and qualifications

Supplementary Evidences:

__Supervises instruction and operation of school during time students are present.

__Defers office tasks, except emergencies, until after student hours.

__Reports progress in improvement of instruction in his school at any time.

___ ___ ___ STANDARD 5: GIVES EVIDENCE OF ORIGINATING AND DEVELOPING CONSTRUCTIVE IDEAS

Behavioral Evidences:

__Introduced new ideas, for instance

1) _____

2) _____ _____

3) _____ _____

__Creates a climate in which innovative ideas and plans are invited from teachers, other staff members, students and parents.

__Gives every worthy idea full consideration and works with staff and students to sharpen ideas and to implement them.

Supplementary Evidences:

__Submits requests for budgetary support of new ideas.

___ ___ ___ STANDARD 6: SHARES DECISION-MAKING ROLE WITH HIS STAFF.

Behavioral Evidences:

__Presents ideas or plans and invites staff to evaluate, alter, or amend.

__Indicates no sense of threat in the process.

Supplementary Evidences:

__Presents plans approved by the staff for approval and implementation.

___ ___ ___ STANDARD 7: UNDERSTANDS THE DUAL ROLE OF THE ADMINISTRATOR, THAT OF LEADER AND EXECUTIVE, AND DOES NOT CONFUSE THE TWO, WHILE RECOGNIZING THAT BOTH ROLES OBVIOUSLY OFTEN BLEND TOGETHER IN A GIVEN PROBLEM.

Behavioral Evidences:

__Considers that in exercising the leadership role he is managing the decision-making process, with full participation of all individuals affected by the decision and with his own input into the process without exercise of veto and without manipulation.

__Observes mandate of statutes and regulations of board and higher authority while allowing freedom in decisions beyond those mandates;
__Understands that the executive function is to carry out or implement decisions with firmness and without hesitation.
Supplementary Evidences:
__Submits policy developed by staff for approval.

___ ___ ___ STANDARD 8: COMMUNICATES DECISIONS TO ALL CONCERNED.
Behavioral Evidences:
__Publishes in memorandum form those decisions or announcements needing no discussion;
__Before publishing tentative decisions in memorandum form, communicates these decisions to staff meetings, student assemblies, or conferences if the decisions require clarification or revision by these groups.
Supplementary Evidences:
__Submits final adopted decisions or policies to superintendent for approval.

___ ___ ___ STANDARD 9: SUPERVISES THE ANCILLARY OR AUXILIARY SERVICES WITH EFFECTIVENESS.
Behavioral Evidences:
__Demonstrates an understanding of the library as a learning resources center and invites the staff to requisition materials and equipment to that end;
__Understands the purposes of the cafeteria and gives his support to its manager;
__Realizes the importance of a clean, orderly, cheerful physical plant and environs and supervises with care the maintenance staff;
__Realizes the importance of health services and supports the clinic staff and its program.
Supplementary Evidences:
__Submits requisitions for books, materials, audio-visual equipment for learning resources center;
__Submits evaluation on non-certified personnel regularly;
__Makes recommendations in the area of auxiliary services.

___ ___ ___ STANDARD 10: REALIZES THE IMPORTANCE OF STUDENT PARTICIPATION IN LEADERSHIP AND DECISION-MAKING.
Behavioral Evidences:
__Makes known publicly his desire to have a strong, representative student council which is free to make decisions in their realm of jurisdiction;
__Develops processes for student elections of officers and representatives on school-wide basis;
__Invites students to express themselves freely and to take action and establish policy within their jurisdiction;
__Takes decisions made by faculty to students for discussion and feedback;
__As often as necessary establishes decisions by students as tentative until ratified by faculty;
__At times secures condition on faculty decisions that they are to be ratified by student council before becoming effective.
Supplementary Evidences:
__Submits student code to superintendent for review and disposition;
__Submits bylaws of student council for review and disposition;
__Submits policy decisions of faculty and joint faculty-student decisions for review and disposition.

___ ___ ___ STANDARD 11: ARRANGES IN SERVICE EXPERIENCES FOR HIS STAFF MEMBERS AS NEED BECOMES APPARENT.

Behavioral Evidences:

__Confers with his staff members individually and as a group to determine professional needs.

__Arranges for appropriate specialists needed to conduct in service learning experiences needed by staff members.

__Evaluates the in-service experience with both school staff and central staff assistance.

Supplementary Evidences:

__Submits in-service plan to the superintendent, with budget estimate;

__Through central office staff, secures approval on allocation of personnel to meet needs;

__Submits evaluation of in-service program to superintendent.

___ ___ ___ STANDARD 12: INITIATES WITH STAFF BUDGET PLANNING PROJECTION OF ENROLLMENT AND NATURE OF PUPIL POPULATION, AND ASSESSMENT OF SCHOOL PROGRAM NEEDS, SUPPORT SERVICE NEEDS, AND RESULTING PERSONNEL REQUIREMENTS.

Behavioral Evidences:

__Projects with staff, and with assistance from central office, student enrollment and demographic description of that enrollment;

__With staff, projects program changes to meet the student needs in learning experiences, materials, equipment, counseling, facilities, library acquisitions;

__Develops with staff personnel needs to staff program for projected enrollments.

Supplementary Evidences:

__Submits projection of student enrollment, with description;

__Submits recommended program additions and deletions;

__Submits requisitions to support program projections, material and human.

___ ___ ___ STANDARD 13: WITH THE STAFF, PLANS MEANS OF MAINTAINING OPEN COMMUNICATION WITH THE "PUBLICS" OF THE SCHOOL.

Behavioral Evidences:

__Identifies the groups with special interests and openly acknowledges need for continuous communication rather than "selling";

__Identifies individuals among staff with expertise in certain areas needed in communication with certain groups;

__Identifies certain parents with expertise needed in communicating with specified groups;

__Considers with staff and parent group the types of meetings beyond usual PTA proceedings needed to communicate the purpose and programs of the school;

__Develops with the staff plans for activities to enhance interpersonal relationships among staff members, pupils, parents;

__Communicates plans to pupils and parent group.

Supplementary Evidences:

__Submits plans in each category to superintendent for review and approval.

___ ___ ___ STANDARD 14: EVALUATES STAFF MEMBERS INDIVIDUALLY EACH YEAR AND MAKES FIRM RECOMMENDATIONS.

Behavioral Evidences:

__Follows evaluative process suggested in policy adopted by the system.

__Confers with individual staff members throughout academic year to assist in establishing acceptable level of professional performance;

___Confers by March 1 of every academic year with each staff member and in review of all assessments makes a decision to recommend re-election or non-election and informs the staff member involved, reviewing the rights of the staff member in appeal;

___Identifies in the evaluative process with the staff members those individuals who should be reassigned or promoted, with specific recommendations in each case;

___Identifies in the evaluative process, with the evaluatee, the individual who possesses usable talents and abilities in an area other than teaching and makes firm recommendation as to suitable placement in the system or outside;

___In the evaluative process with the staff member, determines needs for improvement and supervises activities toward improvement;

___In the evaluative process with the staff member, determines those individuals to be separated and advises such individuals, with reasons, of intended recommendations;

___Observes code of ethics of his professional organization;

___Considers unsolicited parent assessment of strengths and weaknesses of teacher performance.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT, CALIFORNIA [2]

An Evaluation of Your Principal

In a school organized on the basis of democratic control, where the members of the faculty acting as a group develop the important policies and programs of the school, it is particularly important that the principal be made cognizant of desires of the individual members of the group so that he may function more effectively. It is important that he gain some notion of how well he is functioning in this capacity.

After each statement appear the numbers 1, 2, 3, 4, 5. Each statement is a positive one. You are asked to place a circle around the number which best represents your opinion according to the following scale:

1. Your response is in complete agreement with the statement.
2. You generally agree with the statement, but have some reservations.
3. You are undecided. You can think of arguments for and against the statement.
4. You tend to disagree, but feel that something might be said in the affirmative.
5. You wholeheartedly disagree without reservation.

DO NOT SIGN YOUR NAME. Your entire cooperation and frankness are earnestly solicited. Only by such action will this technique have real value. The answers and summarization will be presented and discussed in a subsequent teachers' meeting.

Administrative Organization

1	The principal's office is operated in the interest of teachers insofar as it is humanly possible	1 2 3 4 5
2.	Clerical work is done for the teachers when it is needed.	1 2 3 4 5
3.	Classwork is done by school secretary in the way you want it.	1 2 3 4 5
4.	The office asks teachers to fill out and submit the minimum number of forms and statistical information.	1 2 3 4 5
5.	Scheduling of special rooms and equipment is handled in fairness to all teachers.	1 2 3 4 5
6.	Classroom discipline cases are handled by the teachers with full assistance and no interference by the principal.	1 2 3 4 5
7.	Supplies and textbooks are distributed efficiently and fairly.	1 2 3 4 5
8.	The principal makes routine administrative assignments fairly, without special favor to any teachers.	1 2 3 4 5
9.	The principal has arranged his time so that teachers may see him as conveniently and as often as necessary.	1 2 3 4 5
10.	Teachers feel free to use the office as a service agency.	1 2 3 4 5

Teachers' Meetings

1.	Meetings are held only when needed.	1 2 3 4 5
2.	Meetings last only as long as necessary to conduct the business of the school.	1 2 3 4 5
3.	Meetings are interesting to attend.	1 2 3 4 5
4.	Meetings help the teacher develop and keep a consistent direction for her classroom program.	1 2 3 4 5

(Continued)

[2] From "Evaluating the Evaluator" by Suzanne K. Stemnock, ED081114, July, 1973.

CHULA VISTA, CALIFORNIA *(Continued)*

Teachers' Meetings (Continued)

5. Meetings inspire and stimulate you in your educational thinking.	1	2	3	4	5
6. You are given ample opportunity to express your own point of view.	1	2	3	4	5
7. The discussion method is the best basis for conducting meetings.	1	2	3	4	5
8. The subject matter of meetings has been of practical assistance to you in your classroom program.	1	2	3	4	5
9. In general, the time spent in meetings is warranted by the good which is derived from them.	1	2	3	4	5

Class Visits

1. The principal visits your classroom as often as you wish.	1	2	3	4	5
2. You have no fear of the principal when he enters your room.	1	2	3	4	5
3. The principal's visit results in practical assistance to you in your program.	1	2	3	4	5
4. The principal stays long enough when he visits so that he is able to get an adequate picture of your program.	1	2	3	4	5
5. It is better for the principal to visit by invitation than by a set schedule.	1	2	3	4	5
6. The present program of visiting provides you with an adequate number during the year.	1	2	3	4	5
7. The principal's attitude in the classroom inspires confidence and friendliness.	1	2	3	4	5
8. The principal does not interfere with the regular classwork when he is visiting.	1	2	3	4	5
9. In general, you are satisfied with the present method of class visitation.	1	2	3	4	5

Teacher Conferences

1. The principal offers helpful suggestions when conferring with the teacher.	1	2	3	4	5
2. The time spent in conferences is well worth the time it takes.	1	2	3	4	5
3. The principal is interested in theory only as it clarifies the practical application in the classroom.	1	2	3	4	5
4. You are not afraid to "bother" the principal with your smaller classroom problems.	1	2	3	4	5
5. When you talk with the principal he makes you think your problems are important and worthy of consideration.	1	2	3	4	5
6. You feel free to approach the principal on any problem in or out of the classroom.	1	2	3	4	5

Educational Leadership

1. The principal does not use his position of inherited leadership to impose his will on you.	1	2	3	4	5
2. He honestly tries to be democratic in his relations with teachers.	1	2	3	4	5

(Continued)

CHULA VISTA, CALIFORNIA (Continued)

Educational Leadership (Continued)

3.	His qualities of leadership help you to think through problems for yourself.	1 2 3 4 5
4.	The principal makes you feel that he means what he says.	1 2 3 4 5
5.	He gives the impression of knowing what he is talking about in educational matters.	1 2 3 4 5
6.	The principal does not have any "pet teachers" whom he favors.	1 2 3 4 5
7.	He shows by his actions that he has confidence in his teachers.	1 2 3 4 5
8.	When a good piece of work is done full credit is given the teacher without any attempt to share in the limelight.	1 2 3 4 5
9.	The principal is a person with whom it is easy to talk.	1 2 3 4 5
10.	He does not hold himself aloof from other members of the staff.	1 2 3 4 5
11.	He shows in his dealings with teachers real respect for the opinions of others.	1 2 3 4 5
12.	Conformity in thought is neither expected nor demanded by the principal.	1 2 3 4 5
13.	The principal does not attempt to dominate you by the force of personality.	1 2 3 4 5
14.	The principal has shown that he can "take it."	1 2 3 4 5
15.	He willingly accepts ideas from others and puts them to use.	1 2 3 4 5
16.	He is ever ready to accept new ideas and integrate them with others offered.	1 2 3 4 5
17.	The principal presents an agreeable disposition at all times.	1 2 3 4 5
18.	He consistently holds an educational point of view which you would call "progressive."	1 2 3 4 5
19.	The principal shows no personal irritation toward you.	1 2 3 4 5
20.	When you ask for an opinion from the principal, you do not get an evasion.	1 2 3 4 5
21.	He has shown due regard for the feelings of others.	1 2 3 4 5
22.	The principal never plays one teacher against another in order to maintain his dominance.	1 2 3 4 5
23.	He is not too absorbed in the power and worth of his own ideas to be unwilling to accept ideas from others.	1 2 3 4 5
24.	He is capable of seeing more than one side of every question.	1 2 3 4 5
25.	The principal shows an unusual amount of enthusiasm for his job.	1 2 3 4 5
26.	If you do your work as you think it should be done, the principal will loyally defend you to others even when he is not in agreement with your methods.	1 2 3 4 5
27.	If you should get into trouble with parents or school officials, the principal may be expected to defend your case.	1 2 3 4 5
28.	The principal so conducts himself in meetings that he helps the teachers to do a better job of thinking together.	1 2 3 4 5
29.	Working in a school where the teachers determine the policy is more enjoyable than where the principal is the sole boss.	1 2 3 4 5
30.	General judgment: The principal is a real educational leader who has a high degree of ability to help us plan and execute our own program of education.	1 2 3 4 5